Youth Development Education:

A SOCIETAL ISSUE

September 27-October 1, 1987

4-H and Youth Development

Extension Service

United States Department of Agriculture

FOREWORD

A special thanks is extended to the presenters who took additional effort to provide their presentations in written form for inclusion in this conference proceedings. The committee is hopeful that you will want to read through the different presentations to stimulate your thoughts and goals for youth development education.

Dr. Roskens challenged the participants to think broadly about the role of the land-grant University and its potential for meaningful outreach to youth in each state. He values the 4-H experience and calls for:

    *interdisciplinary models.
    *the amalgamation of the outreach activities.
    *employing the resources of the entire institution to ultimately.
     strengthen the elementary and secondary schools.
    *viewing 4-H as an ideal vehicle for nurturing the developmental
     processes that foster self esteem, competiveness, and enduring values.
    *recognizing the imperative need for adult role models for which young
     people frankly are hungry.
    *Enlarge the capacity of current volunteer to treat all the numerous
     growing pains of our youth. Volunteers must beget volunteers.
    *Dare not underestimate the potency of the mentor or role model.

'. Morrison has provided a concise summary of the critical trends relating to youth development education in the year 2000. These trends were:

    -The number of children being raised in poverty
    -The number of mothers in the work force
    -The structure of the family (more single-parent households)
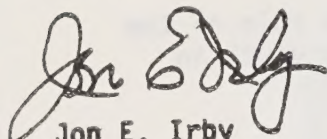   -The percentage of unemployable youth

The environmental scanning workshop with Dr. Morrison also identified key policy recommendations from the group process.

Dr. Ann Jarratt's presentation "Self-Esteem: A Significant Variable" not only provided a good summary of the issues impacting on youth today, but also highlighted the need for programs to build self-esteem competencies with youth.

The presentation "Understanding and Building Teen-age Competence: An Exploration of How Mentors and Activities Encourage Adolescent Growth" by Dr. Katherine H. Voegtle and Dr. Dale A Blyth provided a new approach to viewing the value of mentoring. They confirmed the need for building competent teens and the value of caring adults working with youth. Their research indicates that "non-parental adults do make a difference in youths lives."

Their presence is associated with increased achievement, decreased drug use, and an ability to ride out day-to-day problems on a more even keel."

Dr. Richard Price gave the participants criteria for assessing successful prevention programs.

Jon E. Irby
Program Leader
ES-USDA

June 1988

TABLE OF CONTENTS

Keynote Speech
September 27, 1987

National Staff Development and Training Workshop
"Youth Development Education: A Societal Issue"

Dr. Ronald W. Roskens
President,
University of Nebraska

"The University's Role In Youth Developement Education"

Or

"A Ship In Harbor Is Safe, But That Is Not What 4-H Builds Ships For"

During my ten years as a 4-H member in Clay County, Iowa, I showed beef and
dairy cattle at the Clay County fair. Of course I hasten to remind you this
is the world's greatest county fair. That is the way it is described and
appropriately so. (That, we can talk about later.) In fact, on one occassion
I had the reserve grand champion Angus steer. My 4-H experience there also
included a thorough grounding in Roberts Rules of Order. I am probably as
skilled as any one in this country in knowing how to conduct a meeting which,
considering the number of meetings I participate in, I have to admit has been
of permanent benefit.

And, in those days our leaders imparted knowledge that transferred to a
relatively narrow band of agriculture and home economics experiences. Later
as you well know, historically speaking, the cafeteria of skills to be honed
was broadened to encompass, for example, projects in horticulture,
photography, geneology and small pets, and so on. As it became clear to
extension service personnel, and 4-H Leaders for that matter, that the
majority of American children were no longer reared on farms, additional
programs had to be created -- and they were. And by and large they hewed to
the land grant tradition -- in other words providing knowledge and skills that
were presumedly transferred to a much wider spectrum of vocations.

Now obviously, there is substantial justification for continuation of many of
these adjustments; I would not deny that. Yet, I fear my friends that too
many of our colleagues -- too many are slavishly clinging to the very narrow
and often dated perception of the land grant tradition. The heart of the land
grant philosophy is not maintenance of skill orientation, my friends, but
rather the advancement of the democratic culture. That is what our
forefathers intended. They intended that we should study; that we should
solve problems and that we should extend the knowledge and the solution of

those problems to other people. But that implies constant risk taking and constant change. Let's admit, at least to ourselves, that many of us in this room, not exclusively, but many of us have been reluctant to alter our perspectives. We hesitate to modify our objectives because we profess to have an aversion to corrupting the land grant point of view. Oh how tired I get of hearing "We can't do this or that because it would violate the land grant tradition".

Let me pose pointedly what I regard as a stark reality that certainly relates at least to my view of 4-H. I believe this...if we don't catapult ourselves into the midst of current social problems, we are going to witness the diminution and potentially the demise of the cherished land grant traditions and with them the Cooperative Extension Service. If we don't get our heads together and mobilize our strengths and treat contemporary social phenomena, the day is soon going to come when the distinction between land grant institutions and other colleges and universities will be empty.

Now those may seem to be very harsh words but I can only speak to you of my convictions. Do not for a moment - let me hasten to add - do not for a moment conclude that I am accusing you of having your heads in the sand. You know better than I do of the dilemas that paralyze our youth. You recognize that our young people face circumstances vastly more complicated than appreciating the difference between urban and rural life or being disciplined for chewing gum or violating the dress code which some years back were supposed to be big things in school.

Some recent studies relate to school reform but I think they are germaine to what I am trying to say. These studies emphasized the need for more rigorous academic standards, more attention to moral development and cultivation of readiness to assume the responsibilities of citizenship -- ahh doesn't that sound like 4-H? And there is a growing body of research that amplifies the different ways in which young people learn. And the impact of experienced based learning on personal growth, especially in the affective domain. Structured and supervised periods outside the classroom can and should complement classroom learning.

Then I turn to the annual UCLA survey--this one in 1985, which is the latest. This survey of 250,000 young entering college freshmen revealed a 15 year decline in values related to the developing a coherent philosophy of life, to participation in community affairs, to improving the environment, and yes to promoting racial concern. Need I mention the alarming incidence of alcoholic addiction, chemical dependency, teen pregnancy, suicide, school drop outs, and

social diseases. These issues dwarf the significance of learning how to choose, feed, groom and lead a potential champion steer? Or for that matter, how to conduct a meeting appropriately employing Roberts Rules of Order? Now without inflicting streams of statistical data on you, I think it is patently obvious that our prior predelection toward knowledge transfer pales in significance. We need to concentrate our composite energies on the development of traits which will disencumber our youth from the stresses of their environment. That's what we ought to be about. Now, how can we accomplish that end? I want to offer five suggestions:

1. I think it is time the land grant concept be made whole. Is no longer tenable to regard outreach as the sole province of agriculture and home economics. I think pressure has to be brought to bear within all of our land grant institutions to engage faculties in all fields to think external. There is not a single discipline in my view--not a single one that does not encompass a body of knowledge that properly interpreted would help people mature and prosper, and that's what colleges are all about. Yes, I am suggesting interdisciplinary models. We have heard those terms for years and we have pleaded with one another that we are going to accomplish it. And the extent to which we

    have been successful could be put in a booklet that would be no longer than a few pages. These interdisciplinary models it seems to me would enable us to develop strategies for penetrating and dismantling the troubles of youth. I don't believe--I really don't -- that measurable progress will occur until entire institutions are jolted into the realization that benign neglect merely prolongs the agony of discontent.

2. Emanating from my first point. I think the proposition of cooperative extension also must undergo a remarkable metamorphosis. Indeed, I wonder if you have ever pondered the appropriateness of using the term cooperative to modify extension. I must say that it has been my impression that suggestions for changing or broadening the scope of the cooperative extension service are often rebuffed. Ominous turf battles can be generated if one proposes the amalgamation of the outreach activities of a university--I know, I have attempted it.

    Now I recognize up front that all of us have the almost instinctive proclivity to protect our own positions in the heirarchy. I am reminded here of the poet, Jonathan Swift of the

1600's -- you may remember the poem that fits what we are talking about "Big fleas have lesser fleas upon their backs to bite 'em and little fleas have lesser fleas and so ad infinitum." That's the heirarchy.

Suppose, just suppose that what we characteristically identify as Extension, continuing education, public affairs and alumni relations - to name a few were merged. Yes it's revolutionary, but think about it.

3. I think that employing the resources of the entire institution we must engage in an exercise that will ultimately strengthen the substance of our elementary and secondary schools. Teachers obviously can't be expected to promote personal growth if they don't understand the developing psyche of their pupils. And so, teacher preparation is an urgent matter for all of us. That may not be so directly something which you feel an obligation to profess. I am saying, let's engage in partnership ventures with school personnel initiated by Extension educators. Again think about it.

4. In a less formal setting, to be sure, 4-H is an ideal vehicle for nurturing the developmental processes that foster self esteem, competitiveness, and enduring values. You know as well as I do that peer pressure is probably the strongest motivational force in all stages of life--it isn't just the kids. Every one of us manages to find a comfort zone and that means typically for all of us that there must be an occasional opportunity for each of us to star as well as most of the time to be a member of the team. Now is there a more formidable avenue through which to achieve these ends than a cohesive, coherent 4-H club activity that engages young people with their elders or if you like, leaders. Think about it.

5. It is imperative that we provide the adult role models for which young people frankly are hungry. We depend heavily upon volunteers to operate our youth programs, and reliable volunteers are not stumbling over each other to get our attention. I am aware of that. Yet, we all know of countless adults, hundreds if not thousands who serve faithfully and successfully as 4-H leaders--bless them. In this category two points seem to me to be important:

    First, I think Extension staff people have to be dedicated to enlarging the capacity of current volunteers to treat all the numerous growing pains of our youth. And of course volunteers

must beget volunteers. The tasks of youth and volunteer
leadership--I don't have to tell you--are admittedly difficult.
But one thing that I have noticed including my own reactions is
that all volunteers cherish in retrospect the memories of having
helped young people find their way and more importantly, find
themselves.

Secondly, we dare not underestimate the potency of the mentor or
role model. And here, you and I know, sham or pretence will not
survive. Kids can completely unmask dishonesty, partiality,
triviality or arrogance. So it is very incumbent upon us to
select and prepare 4-H leaders as if they were going to deal with
our own kids. Regretably, time does not permit me to expand upon
the efficacy of regarding moral values as the upper most
denominator for all who are mentors and role models, so I simply
say to you think about it.

Now let me conclude by acknowledging the truth -- and that is that you are
very far ahead of me in many of these matters. I may have made it sound as
though I was preaching to the converted. I felt that I had to say what I
feel. It is not an apology. But I do want to take this moment to salute you
for having committed a portion of your life to this 4-H involvement. I am
convinced that if we are consistently obsessed with quality, the public will
eventually become more sympathetic, more supportive and more grateful than
they sometimes seem to be. I close then by offering you a quick list of
distinctions that I think may help you differentiate between yourselves and
some of your colleagues. It is the way in which you tell winners from losers.

   o   A winner says "let's find out". A loser says "nobody knows."
   o   A winner who makes a mistake says "I was wrong". A loser says "it
        wasn't my fault."
   o   A winner goes through a problem -- a loser goes around it and never
        get past it.
   o   A winner says "I am good, but not as good as I ought to be." A loser
        says "I am not as bad as other people."
   o   A winner tries to learn from those who are superior to him or her --
        a loser trys to tear down those who are superior.
   o   A winner says "there ought to be a better way to do this". A loser
        says "thats the way we've always done it."

I want to say to you that in my impression you are winners. I for one am
greateful that you have had the fortitude to stand up to the challenge. I'm
reminded of a poster that I once saw hanging on a colleague's wall. It
depicted a beautiful harbor, with ships, yachts and small sail boats safely
anchored in calm water. The caption read; "A ship in harbor is safe, but
that's not what ships are made for."

THE FUTURE OF YOUTH DEVELOPMENT EDUCATION

James L. Morrison[1]

We live in a world of uncertainty. The task of forecasting the future of youth development education in this world requires (1) identifying those trends critical in defining the context within which the youth of our society will mature; (2) forecasting the levels of these trends; (3) identifying potential events that may affect these trends or youth development education directly; (4) forecasting the probabilities of these events occurring and their impacts if they do occur; (5) estimating the interrelationships of these trends and events in the future; and (6) using this analysis to produce a plausible set of alternative futures facing youth development education. These alternative futures serve to define the limits of uncertainty while, at the same time, expand our vision of what the future could be.

The first working session of the National 4-H Conference on Youth Development Education began with a two-hour environmental scanning workshop. The focus of the workshop was to conduct a simulation exercise whereby each participant played the role of an appointee on the White House Task Force on Youth Development Education. The task was to:

1. Identify critical trends defining the context of youth development education to the year 2000

2. Select the most critical of these trends

3. Determine the implications of those trends selected

4. Develop policy recommendations for the President's consideration

It was understood that this task was preliminary to a complete futures research effort (which, in the spirit of our simulation, would be commissioned by the White House at a later date). However, it was possible

to inform this effort through a brainstorming activity identifying critical trends in the social, technological, economic, and political spheres of our society, and by conducting a preliminary analysis of the implication of several of those trends.

The trends identified as being important in defining the context within which the youth of America will develop as we advance into the 21st century are displayed in Figures 1-4. By far, the largest number of trends are

----

Insert Figures 1-4 about here

----

social, spanning the demographic, educational, environmental, health, and values sectors, with relatively fewer trends identified in the technological, economic and political spheres. This continued to be true, as participants were asked to select the most critical trends from those identified in Figures 1-4 (see Figure 5). From this list of the most critical trends,

----

Insert Figure 5 about here

----

each subcommittee of the Task Force was asked to select one for which it would determine implications for youth development education, in order to make policy recommendations to the President. These trends were:

1. The number of children being raised in poverty

2. The number of mothers in the work force

3. The structure of the family (more single-parent housesholds)

4. The percentage of unemployable youth

The next task was to examine these trends more critically, determine their implications for Youth Development Education, and develop policy recommendations based upon this analysis.

Children in Poverty

One-third of the children born today will spend time living below the poverty line. The percentage of children in poverty has grown from 16% in 1970 to 23% in 1982. For Black and Hispanic children, the 1985 poverty rates were even higher--50% and 40% respectively.

Implications. This trend has several implications for youth development education. For example, there is a likelihood of increased substance abuse by young people, increased numbers of young adolescents getting pregnant, increased numbers of illiterate youth, and reduced levels of educational attainment. This means that if there is reduced federal involvement in youth development education, more private funding will be needed, different teaching methods and materials will need to be developed, perhaps with different staffing structures. The curriculum in youth development education will have to place more emphasis on subjects such as health, nutrition and physical well-being, as well as academic foundations. With respect to 4-H work, the volunteer training system will need to be strengthened, there will be a need for more creative programming, and there will be a need to redefine what success means in youth development education. In staff recruitment and training, the dominance of whites will decrease, while the use of minority staff members will increase. Other agencies and organizations of youth development, such as health and human resources and the judicial system, will need to collaborate with the service and business sectors. Professionals must

learn to deal with feelings of "helplessness and alienation." Youth

development education programs must attempt to raise human aspirations, be as

economical as possible, and be flexible in programming to permit dealing with

clients' immediate needs in order to establish credibility. The Extension

Program will need to be developed in partnership with business and industry.

Delivery systems must reach the clients where they live. Programs should

develop entrepreneurial skills of young people.

Policy Recommendations. The major policy recommendation is to establish

a cabinet-level position, responsible for facilitating the coalition of

government and non-government agencies to focus on the societal issues to be

developed at both the federal and state levels. Furthermore, there must be

greater resources allocated to youth development education. Finally, the 4-H

program must work cooperatively and collegially with business and industry to

enable American youth to develop to their fullest potential.

More Mothers in the Work Force

Increasingly, mothers of young children are entering the work force. For

example, in 1960, 20% of mothers with children below six years of age were in

the labor force; in 1985, 53% were employed; in 1995, it is projected that 63%

will be employed. The percentage of employed mothers whose children are aged

6-17 is even larger; 68% were employed in 1985 and 75% are projected to be

employed in 1995.

Implications. The implication of this trend is an increase in numbers of

latchkey children, which increases the need for nutritional education as well

as education on ethics, values and moral responsibility.

Policy Recommendations. Participants focusing on this trend argued for

the following policies: (1) establish a permanent commission on youth development education with cabinet-level status; (2) direct federal funding toward youth development education on a demonstrative research and knowledge base; (3) request state governors and land-grant university presidents to appoint a multi-agency educational committee addressing youth development education with a focus on health and social issues, to recommend appropriate legislative action; (4) empower extension advisory groups to develop a plan of action for educational programming on health issues; and (5) establish a national volunteer system to address the implications of women in the work force.

The Changing Family Structure

Another task force examined the implications of the trend of changing family structure, where the traditional family is in the minority, and there are more single-parent families. Over one-quarter of today's families with children under 18 are single-parent families. (One out of every two female-headed families is below poverty level, compared to one out of every ten two-parent families.) The number of married couples with children has declined for 15 years and now represents about 25% of all households.

Implications. The implications of this development are that there is less time for family life, less parental influence, a greater need for mentoring, a greater need for latchkey programs, a greater need for the use of para-professionals, a greater need to incorporate more senior citizens as volunteers, and a need for increased emphasis on parent-child relationships in 4-H programming as well as for emphasis on living skills.

Other implications of changing family patterns are that there are less

opportunities for the socialization of youth, increased need for services outside the home, more afterschool education needed, more family life-education needed, a need for youth development education programs to focus earlier on personality and growth development, increased emphasis on educational technology to facilitate educational preparation in the home, and increased need for values clarification training in extension work. Moreover, it is important to increase the emphasis on developing self-esteem in educational programs.

Policy Recommendations. The policy actions implied by the analysis include: (1) establish a cabinet position on the family; (2) increase research funding for family life education; (3) increase tax incentives to the private sector to have on-site day care and maternity leave policies; (4) extend school hours of operation; (5) establish a reward system for parents who participate in parenting/youth development education; (6) increase funding for informal youth education in order to provide para-professionals and resources to work in this area; (7) encourage businesses to offer more flex-time and more opportunity for employees to work at home; (8) initiate governmental standards for child care provider certification; (9) provide financial aid for training child care providers through scholarships and other incentives to induce people to go into child care preparation programs; and (10) provide child care programs on a sliding-scale basis (ability to pay).

Percentage of Unemployable Youth

The final trend of critical importance was the increasing percentage of unemployable youth who come out of the educational system via dropping out (or even graduating, but still remaining unemployable). Fewer students graduated

from high school in 1985 than in 1984, a continuation of a trend that started in 1977. Moreover, illiteracy is a problem--one out of every three persons on welfare is illiterate. Almost 20% of teenagers who want to work are unemployed.

Implications. High school droppouts are far more dependent on welfare and unemployment aid than are their peers who are high school graduates; moreover, dropouts are much more likely to be involved in criminal activity than are high school graduates.

Policy Recommendations. The 4-H program should devise a program to break the cycle of illiteracy and poverty by providing literacy programs. These programs should emphasize vocationally-related skills, mentoring by adult role models, peer/adult role modeling, career study, and a game plan to achieve technological literacy. Families, not just youth, should be the targeted population. Programs should be delivered through juvenile centers as well as detention facilities.

Summary

A project of this dimension and urgency would have benefited greatly by having two days, rather than two hours, in which to conduct our work. If we could expand the results of a limited two-hour session to the accomplishments possible in a two-day forecasting workshop, not only would we have increased the number of critical trends (and events), but we could have augmented the recommendations for coping with their implications.

Nonetheless, given the limited time available, the results were encouraging. Some seventy social, technological, economic, and political developments were identified as being critical to defining the context within

which youth development education would function in the coming decade. If this were a "real" project, one of our next tasks would be to gather historical data on each trend as well as forecasts of those trends (which would include, hopefully, the assumptions upon which the trends were forecast). We would then be in a position to go into the next stage of a futures project, making our own forecasts of the levels of the trends based upon this information.

However, the two-hour simulation exercise enables us to set the stage for the rest of the conference. Just think what we could have accomplished if we had had two days!

---

[1]James L. Morrison is Professor of Education, the University of North Carolina at Chapel Hill. His address is School of Education, 121 Peabody Hall, CB #3500, University of North Carolina at Chapel Hill, Chapel Hill, NC 27599-3500.

Figure 1

Social Developments

Demographic

1. Increase in the number of children raised in poverty
2. Demise of the middle class
3. Increase in ethnic minorities
4. Increase in the number of single parents
5. The aging of America
6. Fewer children
7. Decrease in family size
8. Increase in population in developing countries
9. Increase in non-English speaking population of the U.S
10. Increase in the number of children raised by people other than
      their parents
11. Increase in numbers of "rootless" families

Education

12. Decrease in time for people to attend educational functions
13. Continued large numbers of functionally illiterate adults
14. Increase in university outreach programs for youth development
15. Increase in the number of day care centers
16. Increase in bilingual education
17. Increase in contracting for services in educational institutions
18. Decrease in parent involvement in youth education
19. Increase in need for quality day care
20. Increase in recognition of the need for self esteem enhancement in
      young people
21. Decrease in the quality of our public educational system
22. Increase in illiteracy
23. Increase in high school dropouts
24. Decrease in the number of teachers.
25. Decrease in the number of people interested in becoming teachers
26. Decrease in funds for 4-H activities
27. Increase in need for bilingual education
28. Increase in influence of older parents on schools
29. Increase in teacher salaries
30. Increase in the focus upon the importance of education
31. Increase in the number of technical schools
32. Increase in industry involvement with education.
33. Increase in the use of vouchers for secondary and post-secondary
      schools
34. Decrease in home visits by extension professionals

Health/Medical

35. Increase in the numbers of people with AIDS
36. Increase in medical costs
37. Increase in health problems among young

38.   Longer life span
39.   Improved health and fitness lifestyles

Values and Family Life

40.   Increase in homes that have VCRs
41.   Increase in the number of latchkey children
42.   Decrease in volunteerism
43.   Increase in the numbers of volunteers
44.   Increase in the numbers of older volunteers
45.   Increase in youth volunteerism
46.   Continued problems of teenage substance abuse
47.   Increase in sexual conservatism
48.   Increase in alienation
49.   Increase in free (unrestricted) time for younger children
50.   Increase in need for mentors for youth
51.   Decrease in role models of the opposite sex
52.   Decrease in money for family activities
53.   Increase in white collar crime
54.   Decrease in funds available for leisure activities in lower income
          groups
55.   Increase in the divorce rate
56.   Decrease in amount of time for leisure activities
57.   Decrease in influence of religion
58.   Impact of service industries on education
59.   Increase in emphasis on parent-child relations
60.   Increase in need to assist latchkey children
61.   Change in family patterns
62.   Increase in teenage pregnancy
63.   Increase in suicide among youth
64.   Increase in numbers of illiterates (and less productive people)
          engaged in crime.
65.   Bimodal distribution of child-bearing parents (i.e., increase in
          the number of younger parents and increase in the number of older
          parents)
66.   Increase in youth/senior partnering
67.   Increase in awareness of child abuse
68.   Increase in awareness of sexual abuse
69.   Increase in awareness of spousal abuse

Environment

70.   Decrease in the quality of the environment
71.   Decrease in sufficient housing
72.   Increase in language problems created by increased immigration
73.   Increase in influence of the urban environment

Figure 2

Economic Developments

1. Increase in young people with money
2. Decrease in the number of jobs available for teenagers
3. Increase in number of older Americans getting service jobs
4. Increase in number of service jobs
5. Increase in number of information jobs
6. Decrease in number of manufacturing jobs
7. Increase in number of part-time elderly in the labor market
8. Increase in numbers of women in the work force
9. Increase in number of small businesses in the economy
10. Influence of the U.S. on the world market
11. Industrial development shifted to developing countries
12. Increased need for job retraining throughout the life cycle
13. Increase in the number of jobs eliminated due to changing technologies
14. Increase in the number of jobs exported to the international labor
      market
15. Increase in availability of low-skill jobs
16. Increase in need for problem-solving abilities for multiple careers
17. Increase in the population of "unemployables" (functionally
      illiterates)
18. Increase in dual wage-earners
19. Decrease in the quality of the work force
20. Decrease in the number of youths available for military service
21. Decline in home ownership
22. Increase in the retirement age

Figure 3

Political Developments

1. Increase in governmental inter-agency cooperation
2. Change in extension staffing patterns
3. Decrease in trust of political figures by public
4. Increase in political conservatism
5. Increased in legislative involvement of government in all areas
6. Increase in emphasis on political ethics by politicians
7. Decrease in influence of the U.S. on world affairs
8. Increased in competition for governmental funds
9. Decrease in interest in youth policies
10. Increase state and local support for youth education
11. Diminished federal support for youth education
12. Increase in power for state legislatures
13. Increase in influence of world communism
14. Increase in legal complexity in contemporary society
15. Increase in influence of the media in decision making
16. Increase in influence of the older population

Figure 4

Technological Developments

1. Increase in influence of advanced technology on lifestyles
2. Increase in new pedagogical techniques
3. Increase in instant information retrieval
4. Increase in reliance on air travel
5. Increase in need for technological training
6. Increase in use of high tech communications media in learning
7. Increase in influence of high tech communications on 4-H professionals
8. Increase in dependency on computers

Figure 5

Most Important Trends

Social

1. Increase in number of children in poverty
2. Continued problems with substance abuse
3. Less time for people to attend educational functions
4. Decrease in volunteerism
5. Decrease in the proportion of society who are white
6. Increase in alienation of youth
7. Decrease in numbers of youth
8. Increase in influence of urban society
9. Changing family structure
10. Declining confidence in public education
11. Increase in need for bilingual education
12. Increase in numbers of students who drop out of high school
13. Increase in need for new models of education
14. Increase in numbers of latchkey children
15. Increase in non-English speaking people
16. Increase in single-parent families
17. Increase in numbers of children raised by people other than parents
18. Decrease in numbers of youth
19. Increase in Hispanic population

Technological

20. Increase in influence of technology on changing lifestyles
21. Increase in influence of the media
22. Increase in need for technological training
23. Increase in the use of technology in education

Economic

24. Increase in school/business partnerships
25. Increase in level of unemployment
26. Increase in jobs eliminated due to technological changes
27. Increase in the number of unemployables

Political

28. Increase in regional influence of minorities

Self-Esteem: A Significant Variable

by

Ann F. Jarratt, Ph.D.

4-H Youth Development Specialist

Mississippi State University

Self-Esteem: A Significant Variable

Problems of youth are receiving national attention. Alcohol and other
drug abuse, suicide, sexually transmitted disease, and pregnancy are
escalating among the teen population.

The statistics vary somewhat from report to report, but the message is
the same. The teen population in general is having difficulties. In 1986
Search Institute reported from a nation-wide study that nearly 2/3 of all high
school seniors in the class of 1984 have tried at least one illicit drug; four
out of every 10 high school seniors in 1984 reported getting drunk once or
more during the two weeks prior to the study. Twenty-eight percent reported
40 or more alcohol-use events in the past 12 months. Since 1980, about 16% of
seniors in each graduating class in America report one or more uses of
cocaine. In a study of Minnesota high school seniors, 61% report driving a
vehicle after drinking on at least one occasion during the last 12 months.
Drunk driving is the leading cause of deaths of 15-24 year olds. One hundred
thirty thousand youth are injured per year in drunk driver accidents. Search
Institute (1986) reported that of the 8,000 pre-adolescents studied (5th - 9th
grades), nearly one out of four 5th and 6th graders reported being drunk once
or more in the previous twelve months.

The National Research Council (1987) described the percent of young
people who are sexually active at specific ages:

Age	% Women	% Men
15	5.4	16.6
16	12.6	28.7
17	27.1	47.9
18	44.0	64.0
19	62.9	77.6
20	73.6	83.0

The study further reports that since most teens wait almost a year after becoming sexually active before they seek medically supervised contraceptive care, almost half of first teen pregnancies occur within six months of an adolescent's first sexual encounter. Eighteen to 25 percent of teen parents will be pregnant again one year after delivery.

The costs of teen pregnancy are high costing the country $16.6 billion a year. Personal costs to teens involved are even higher. Teen mothers have a suicide rate 10 times higher than the general population. Approximately 80% of teen mothers drop out of school. Teenage girls are more likely to have serious complications during pregnancy and childbirth. On the average, teen mothers only earn half as much as women who wait to have their babies. Two out of every three teenage mothers will spend their lives in poverty. Joan Lipsitz (1983) cites Urban Institute findings that estimate that each year a woman delays her first birth, the probability that she will be in poverty by age 27 is reduced by about two percentage points. Sixty percent of teen mothers receive some welfare. Children of teen age parents also suffer negative consequences. Infants born to teen age mothers are twice as likely to die before their first birthday. They are more likely to be abused or neglected by their teen parents. Teens' babies are more likely to be born with serious physical and mental handicaps.

The rate of youth suicide has tripled in the last thirty years, ranking as one of the four leading causes of death in the 15-24 age range. An American teenager commits suicide nearly every ninety minutes. Severe depression, feeling out of control of one's life, and a general outlook of hopelessness have been identified as causal.

Sexually transmitted diseases are rampant. The National Academy of Sciences reports that gonorrhea rate among teenage girls has grown by 400 percent since 1965. The 15-19 year age group has the highest rate of sexually transmitted diseases. AIDS is epidemic and has been compared in its world-wide effect to the Plague of Europe. Mississippi's Health, (1987) states that the impact of this fatal disease reaches beyond the nation's current 38,000 victims and their families. It reports that for every diagnosed case of AIDS within a geographic area, from 50 to 100 others are silent carriers of the AIDS virus. Medical costs for a person with AIDS run between $40,000 and $140,000. Federal health officials report Medicaid spending for care of AIDS patients could reach $1 billion in the next five years. Economists predict the total cost of AIDS treatment could reach $37 billion in the next five years.

As early as 1973, Arthur Combs, a noted educator, stated that self-concept is the most important single factor affecting behavior. He continued to support his earlier thesis in his 1982 book when he cited the work of Donald Hamachek who stated that healthy people, research shows, see themselves as liked, wanted, acceptable and worthy. Not only do they feel that they are people of dignity and worth, but they behave as though they were. It is not the people who feel that they are liked and wanted and acceptable and able who fill our prisons and mental hospitals. Rather it is those who feel deeply inadequate, unliked, unwanted, unacceptable, and unable. (p. 47) Elkins (1978) supports the previous opinions when he states, "Juvenile delinquents and many kinds of adult malfeasants are persons who think little of themselves, little of others, and maintain a low self-image by acting in accordance with their opinion of themselves" (p. 19).

Many experts agree that building positive self-regard is an important key to helping youth unlock doors to a productive and healthful future and to reducing the probability of their becoming a negative statistic.

Blum (1983-84) asserts that self-esteem is something which must be learned. This learning to say, "I am okay," begins at a very early age through relationships with significant others or the child's principal caretakers. If those significant adults approve and love themselves, the child's learning will be easier. If, however, they are not confident and are anxious, the child may have to overcome that influence and find affirmation elsewhere.

Numerous other theorists credit the parental role as significant in the development and maintenance of self-esteem. Openshaw et al. (1983) purport two theoretical explanations: (1) The child's self-esteem is a function of the parents' communicating their appraisal of the child's innate worth. (2) The child acquires a self-image from observing the parents; therefore, his/her self-image is positively related to the parents' self-image. They also found the adolescent's self-esteem to be more a function of the reflected appraisals of significant others than from modeling the parents' self-esteem. Interaction with same sex parent and cross-sex parent made little difference in youths' self-esteem.

The relationship of the father's employment and children's self-esteem was found to be insignificant by Coopersmith (1967). He stated, "Children apparently are much more affected by the specific treatment they receive than by the prestige generally associated with their father's work" (p. 87). He also found a weak, non-significant relationship between self-esteem and social class.

In looking at the effects of mothers' working, Coopersmith (1967) found that children of working mothers did not necessarily feel unimportant or rejected. He found instead that the higher the child's self-esteem, the more probable it was that his/her mother had been regularly employed for more than one year. He hypothesized that mothers who engage in long-term employment are more assured and reliant and convey this sense of reliance to their children. Or, perhaps if the mother is regularly employed, the child might achieve greater independence and complete a greater number of tasks.

In studying the impact of the parents on the child's self-esteem, Coopersmith (1967) noted that children from families disrupted by divorce or separation were lower in self-esteem. He also discovered that three independent indications showed that boys with high self-esteem have a closer relationship with their fathers. He concluded that fathers of children with high self-esteem take a more active and supportive position in the rearing of their children.

Coopersmith (1967) found that teachers favor children whose behaviors are poised and assured, and fellow students also associate popularity with behavioral poise rather than subjective judgments of worthiness. He stated further that "conviction, courage, self-trust, and self-respect--presumably stem from the individual's favorable appraisal of himself. Favorable self-appraisals apparently have the effect of liberating the individual from the demands of social groups" (p. 63).

Researchers are divided on the issue of the stability of the self-concept. Elkins (1978) says, "While ones self-image becomes fairly fixed by age seven, it can always be changed and modified. By receiving warmth, respect, love and affirmation, a person can grow in self-acceptance and self love " (p. 22). Coopersmith (1967) quotes Aronson who believes that people generally are

unwilling to accept evidence that they are better or worse than they have decided and will go to great lengths to protect their image. Coopersmith proposes that sometime preceding middle childhood the individual arrives at a general appraisal of his worth and it remains constant at least several years. Fitts (1972) describes the self-concept as the most important aspect of the individual's phenomenal world and its most stable feature. Rokeach (1983) maintains that all humans will attempt to maintain their self-esteem whenever they are in fear of losing whatever level of it they may have, but will push on to enhance their self-esteem whenever they can afford to.

Elkins (1978) sees self-esteem as both the producer and the product of effective behavior, and self hate as both the producer and product of ineffective, failing behavior. The psychologist Karen Horney describes low self-esteem as reinforcing itself as it fulfills its own prophecies--the situation where I don't believe I can do something so I don't try or only try half-heartedly. When I fail, I reinforce my original premise that I could not succeed. She also describes conflicting behavior all with roots in low self-esteem. On one hand is the young person who withdraws into fantasy where he can picture him/herself successful, the hero, all the things he thinks he/she is not and avoids the pain of accepting the self at a level below the ideal. On the other hand, a child with low self-esteem may put up a front of high confidence or arrogance in order to convince others that he/she is worthwhile. In both cases the individual will have difficulty in interpersonal relationships and thereby further his sense of isolation and psychological distress.

Looking at specific problem areas for youth which have roots in self-esteem, Yannish and Battle (1985) found a significant relationship between self-esteem and depression. There is also a proven link between alcoholism and depression and suicide and depression.

Self-esteem is strongly related to alcohol consumption (Yannish & Battle, 1985; Pandina & Schuele, 1983; Reardon et al., 1983; Norem-Hebeisen et al., 1984; Chassin et al., 1985). Yannish and Battle (1985) found that alcohol consumption correlates with the academic and parental aspects of self-esteem, suggesting that adolescents who have more positive relationships with parents drink less alcohol and possess more positive views of their ability to do school work. In the Pandina and Schuele (1983) study of junior and senior high students who were compared with youth referred to agencies treating alcohol and drug abusers, the authors found that heavy users displayed the lowest mean scores on self-esteem. Low users and stoppers had highest self-esteem scores. The Reardon study also found the mean self-concept of the non-drug using sample was significantly higher than the mean self-esteem score of abusers. Norem-Hebeisen et al. (1984) conducted a longitudinal study to examine differences among drug users and nonusers, looking at measures of drug use, perceived drug use of friends, relationships with mother and father, self-esteem, attitudes toward social interdependence and level of moral reasoning. Results indicate that the number of friends using drugs and the quality of relationships with parents were most frequently related to drug use patterns. They found that the perceived parental pattern that appears associated with drug use is high control in limiting where teens can go and when they have to be home; strong parental disapproval for misbehaviors with little positive expressions of caring and affirmation by mother and father; father expressed anger and rejection both verbally and nonverbally. Nonusers expressed reverse

parental behavior. Attitude toward social interdependence and self-esteem were somewhat related to patterns of drug use. The level of moral reasoning was found to be independent of drug use patterns.

Chassin et al. (1985) found early and middle adolescents may be particularly likely to adopt a behavior because of its associated image; may aspire to a drinker image even though it contains negative characteristics; male and female adolescents who saw themselves as similar to a drinker image were more involved with alcohol. Subjects who saw their friends admiring a drinking image were more likely to drink in the future. The authors identified three ways social image factors are related to behavior:

* Individuals may be more likely to engage in a behavior whose associated image is consistent with their own self-concept.

* Individuals may be more likely to adopt behavior if it's associated image is one to which they aspire.

* Individuals may drink to attain a positive image in the eyes of peers. The authors concluded with the suggestion, "If the social image benefits of alcohol use do indeed provide motivations for adolescents to drink, then prevention programs might be enhanced by attempting to manipulate the social image associated with alcohol use or by teaching adolescents alternative ways to obtain these benefits" (p. 46). McLaughlin (1985) found pre-adolescent years to be a crucial time for establishing drinking patterns.

Another major youth issue is teenage pregnancy. In an article in the June, 1987, Phi Delta Kappan, Asta Kenney states, "Teenagers (especially girls) who see a future for themselves are less likely to become sexually involved at an early age, are more likely to use contraception effectively if they do have sex, and are less likely to bear a child if they become pregnant" (p. 730). Robbins et al. (1985) studied 2158 seventh grade students using a multivariate

causal model predicting out-of-wedlock adolescent pregnancy. They found among males, having a girlfriend become pregnant is associated with school difficulties, low parental socioeconomic status, and high popularity. Among females, pregnancy risk is related to race, low socioeconomic status, father absence, number of siblings, school difficulties, family stress, and popularity. They found only weak age-and sex-specific effects of self-esteem.

Stephen Glenn, Director of Family Development Institute, writing in "Our Troubled Teens," identified tasks young people must master if they are to be healthy:

* perceive closeness and trust with parents and other significant adults by about age 12.

* have strong moral positions by about age 12.

* perceive themselves as significant contributors to church, youth organizations, family, community and other groups.

* be confident of personal capabilities.

* perceive themselves to have personal influence over events and circumstances.

* develop skills in self-discipline, communication, responsibility and judgment.

Intervention strategies for major youth issues suggested in the literature are varied but with many having a common component(s). In the area of substance abuse, Botwin (1983) reports that an evaluation of substance abuse prevention programs which have focused on providing factual information as their main strategy clearly indicate that increased knowledge has little impact on drug use or intention to use drugs. With this in mind and knowing that individuals of low self-esteem, low autonomy, low self-confidence, and an external locus of control were more likely to become users, Botwin devised a

program called Life Skills Training (LST). LST includes cognitive strategies for enhancing self-esteem (such as goal setting; behavior change techniques); replacing negative self-statements with positive ones; techniques for resisting advertising appeals and formulating counter arguments; cognitive-behavioral self-management techniques for coping with anxiety, such as relaxation training; verbal and nonverbal communication skills, and a variety of social skills (e.g., conversational skills, dating skills, complimenting, and verbal and nonverbal assertive skills). The skills were taught using a combination of instruction, modeling, rehearsal, feedback and reinforcement, along with extended practice through homework assignments.

Pentz (1983) approached adolescent substance abuse prevention through teaching social skills. She identified critical social skills as assertiveness, expression of opinion, ability to disagree and refuse and the ability to make requests and initiate conversation. Pentz hypothesized that at the same time adolescents' need for social skills is increasing, there is also an increase in incidence of drug use--particularly cigarettes and alcohol. If youth do begin drug use because of peer pressure, the implication is that they are unable to apply the social skill of refusal to the situation. Social skills training, with heavy emphasis on assertive skills, was studied and the author concluded, "Review of the studies suggest that social skills training, whether conducted alone or in combination with other approaches, is a viable means for preventing drug abuse in adolescents" (p. 219).

Prevention efforts relating to teen pregnancy have not deviated radically from the ones surveyed regarding substance abuse programs. Kenney (1987) states, "The ability of the school and the family to build a teenager's sense of self and of the future will probably have a far great impact on the

likelihood of teen pregnancy than any special programs of short duration"
(p. 731). In supporting the "life-planning approach" to teen pregnancy, she
states that adolescents who are highly motivated to achieve certain goals in
life will recognize that premature parenthood would disrupt those plans.
Based on that premise, a life-planning curriculum was developed and tested by
the Center for Population Options. The program is intended to help young
people understand the links between their sexual decision, parenthood, and
vocational choices. It seeks to help teens set goals, build self-esteem,
clarify personal and family values, and learn about sexuality and the
responsibilities of parenthood.

Teen Outreach Programs in public schools in St. Louis, in collaboration
with Junior League, include after school sessions designed to build
self-esteem and reduce incidence of unintended pregnancy and of dropping out
of school. Another facet is placing teens as volunteers in community agencies
to help them see themselves as contributing members of the community.

Teen Theatre is another approach growing in popularity. Here young
people with dramatic talent and special training in human sexuality put on
short skits for their peers.

A related approach involves peer education. In some public schools in
Ann Arbor, Michigan, students have offices where they meet with fellow
students, answer their questions, distribute approved literature and make
referrals to community agencies. The students who staff the offices are
trained by Planned Parenthood and receive academic credit for their training.
Teacher make referrals to the peer educators. Although peer educators'
effectiveness in reaching other teens is not clear, the programs appear to
have a significant effect on those trained as counselors.

Kenney (1987) points out that the research shows:

* concerns that such programs cause adolescents to experiment with sex or
  to become parents are unfounded.

* strongly the need to link education and health services--contraception
  in the case of preventive programs and prenatal care for teens who are
  already pregnant.

Buie (1987) describes a pregnancy prevention program for seventh and
eighth grade students in San Marcos, CA, where they are involved in a
four-pronged curriculum intended to help the youth develop the necessary
self-confidence to abstain from sex. The curriculum includes a six-week
course for seventh graders aimed at developing study skills; a six-week course
for seventh graders aimed at developing self-esteem and values; a six-week
course for eighth graders on "Sexuality, Commitment, and Family: and ten
minute lessons each day at most grade levels in most schools on "How To Be
Successful," emphasizing goal-oriented behavior.

Some may concur with Jackson (1984) regarding self-esteem research when
he said, "After 30 years of intensive effort [studying self-esteem], there can
be little doubt that this project has failed. What has emerged instead in the
self-esteem literature is a confusion of results that defies interpretation"
(p. 2).

REFERENCES

Blum, Gloria. Myths and realities of self-esteem. Impact, publication of the Institute for Family Research and Education, Syracuse University, 6, 1983-84 edition.

Botwin, Gilbert J. Prevention of adolescent substance abuse through the development of personal and social competence. National Institute on Drug Abuse Research Monograph, 47:115-140, 1983.

Buie, James. Teen pregnancy: It's time for the schools to tackle the problem. Phi Delta Kappan, 68(10):39-47, 1987.

Chassin, L., Telzloff, C., and Hershey, M. Self-image and social image factors in adolescent alcohol use. Journal of Studies on Alcohol, 45:39-47, 1985.

Christopher, Maura. "I'm not ready for this": The plight of pregnant teenagers. Choices, 1(7):25-29, 1986.

Combs, Arthur W. A Personal Approach to Teaching: Beliefs That Make a Difference. Boston: Allyn and Bacon, Inc., 1982.

Combs, Arthur W., and Snygg, D. Individual Behavior. New York: Harper and Row, 1959.

Coopersmith, Stanley. The Antecedents of Self-Esteem. San Francisco: Freeman and Company, 1967.

Dusek, J., Carter, O. B, and Levy, G. The relationship between identity development and self-esteem during the late adolescent years. Journal of Adolescent Research, 1(3), 251-265, 1986.

Elkins, Dov P. Teaching People to Love Themselves. New York: Growth Associates, 1978.

Fischer, Mariellen, and Leitenberg, H. Optimism and pessimism in elementary school. Child Development, 57:241-248, 1986.

Fitts, William H. The self concept and performance. Research Monograph Number 5. Tennessee: The Dede Wallace Center, 1972.

Jackson, Michael R. Self-Esteem and Meaning: A Life Historical Investigation. Albany: State University of New York Press, 1984.

Jarratt, Ann F. What's Happening With Kids. Newsletter sent to Mississippi County 4-H Extension professionals monthly, 1987.

Kazdin, Alan E. Hopelessness, depression, and suicidal intent among
    psychiatrically disturbed inpatient children. Journal of Consulting and
    Clinical Psychology, 51(4):504-510, 1983.

Kenney, Asta M. Teen pregnancy: An issue for schools. Phi Delta Kappan,
    68(10):728-736, 1987.

Lipsitz, Joan S. Making it the hard way: Adolescents in the 1980s.
    Testimony prepared for the Crisis Intervention Task Force House Select
    Committee on Children, Youth and Families, October 27, 1983.

McLaughlin, Robert J., Baer, P. E., Burnside, M. A., and Pokorny, A. D.
    Psychosocial correlates of alcohol use at two age levels during adolescence.
    Journal of Studies on Alcohol, 1985.

Norem-Hebeisen, A., Johnson, D. W., Anderson, D., and Johnson, R. Predictors
    and concomitants of changes in drug use patterns among teenagers. Journal
    of Social Psychology, 124:43-50, 1984.

Openshaw. D. K, Thomas, D. L., and Rollins, B. C. Socialization and
    adolescent self-esteem: Symbolic interaction and social learning
    explanations. Adolescence, 18(70):317-329, 1983.

Pandina, Robert J. and Schuele, J. A. Psychosocial correlates of alcohol and
    drug use of adolescent students and adolescents in treatment. Journal of
    Studies on Alcohol, 44(6):950-973, 1983.

Pentz, Mary A. Prevention of adolescent substance abuse through social skill
    development. National Institute on Drug Abuse Research Monograph,
    47:195-232, 1983.

Public Television Alliance. Our Troubled Teens. Generation at Risk, The
    Chemical People II. The Corporation for Public Broadcasting and
    Metropolitan Life Foundation, 1987.

Quest International. Numbers of at-risk youth rising. Connections.
    Newsletter. Columbus, Ohio, April, 1987.

Reardon, B. and Griffing, P. Factors related to the self-concept of
    institutionalized, white, male, adolescent drug abusers. Adolescence,
    18(69):29-41, 1983.

Robbins, Cynthia, Kaplan, H. B., and Martin, S. S. Antecedents of pregnancy
    among unmarried adolescents. Journal of Marriage and the Family, 47:567,
    1985.

Rokeach, Milton. A value approach to the prevention and reduction of drug
    abuse. National Institute on Drug Abuse Monograph, 47:172-194.

Search Institute. Source. Bimonthly information resource on issues facing
    children, adolescents and families. Minnesota, II (1), 1986.

Yanish, Donna L., and Battle, J. Relationship between self-esteem, depression
    and alcohol consumption among adolescents. <u>Psychological Reports</u>,
    57(1):331-334, 1985.

TRANSPARENCIES

TEENAGE SUBSTANCE USE

* 2/3 OF HIGH SCHOOL SENIORS IN THE CLASS OF 1984 HAVE TRIED AT LEAST ONE ILLICIT DRUG.

* 4 OUT OF 10 HIGH SCHOOL SENIORS REPORTED GETTING DRUNK ONCE OR MORE DURING THE TWO WEEKS PRIOR TO THE SURVEY.

* 8% OF HIGH SCHOOL SENIORS REPORTED 40 OR MORE ALCOHOL USE EVENTS IN THE PREVIOUS 12 MONTHS.

* 61% REPORT DRIVING AFTER DRINKING ON AT LEAST ONE OCCASION DURING THE PREVIOUS 12 MONTHS.

* TEENAGE DRIVERS ARE INVOLVED IN 1 OUT OF EVERY 5 FATAL ACCIDENTS THAT OCCUR.

* 130,000 TEENS ARE INJURED PER YEAR IN DRUNK DRIVER ACCIDENTS.

* NEARLY ONE OUT OF FOUR 5TH AND 6TH GRADERS REPORTED BEING DRUNK ONCE OR MORE IN THE PREVIOUS TWELVE MONTHS.

TEEN PREGNANCY

* COSTS THE COUNTY $16.6 BILLION A YEAR.

* TEEN MOTHERS HAVE A SUICIDE RATE TEN TIMES HIGHER THAN THE GENERAL POPULATION.

* APPROXIMATELY 80% OF TEEN MOTHERS DROP OUT OF SCHOOL.

* ON THE AVERAGE, TEEN MOTHERS ONLY EARN HALF AS MUCH AS WOMEN WHO WAIT TO HAVE THEIR BABIES.

* TWO OUT OF THREE TEEN MOTHERS WILL SPEND THEIR LIVES IN POVERTY.

NEGATIVE EFFECTS FOR TEENS' BABIES

* TWICE AS LIKELY TO DIE BEFORE AGE 1.

* MORE LIKELY TO BE ABUSED OR NEGLECTED BY TEEN PARENT(S).

* MORE LIKELY TO BE BORN WITH SERIOUS PHYSICAL AND MENTAL HANDICAPS.

* MORE LIKELY TO HAVE A LIFE OF POVERTY.

PERCENT OF SEXUALLY ACTIVE YOUTH

AGE	% WOMEN	% MEN
15	05.4	16.6
16	12.6	28.7
17	27.1	47.9
18	44.0	64.0
19	62.9	77.6
20	73.6	83.0

SEXUALLY TRANSMITTED DISEASES (STD)

* Gonorrhea rate among teen girls has increased by 400% since 1965.

* Fifteen-nineteen age group has the highest STD rate.

* AIDS treatment costs a patient between $40,000 and $140,000.

* Medicaid spending for care of AIDS patients could reach $1 billion in the next five years.

* For every diagnosed case of AIDS within a geographic area, there are 50 to 100 others who are silent carriers of the virus.

SOCIAL SKILLS REQUIRED IN ADOLESCENCE FOR
SUCCESSFUL FUNCTIONING

* ASSERTIVENESS

* EXPRESSION OF OPINION

* ABILITY TO DISAGREE AND REFUSE

* ABILITY TO MAKE REQUESTS AND INITIATE CONVERSATION

* BE CONFIDENT OF PERSONAL CAPABILITIES

* PERCEIVE THEMSELVES TO HAVE PERSONAL INFLUENCE OVER EVENTS AND
  CIRCUMSTANCES

* DEVELOP SKILLS IN SELF-DISCIPLINE, COMMUNICATION, RESPONSIBILITY
  AND JUDGMENT

Peer Cluster Theory, Socialization Characteristics

and Adolescent Drug Use: A Path Analysis

E. R. Oetting*

Fred Beauvais

Colorado State University

*   Address communications to: E. R. Oetting, Department of
    Psychology, Colorado State University, Fort Collins, CO 80523

Socialization Characteristics and Adolescent

Drug Use: A Path Analysis

Abstract

A new psychosocial model, peer cluster theory, suggests that the socialization factors that accompany adolescent development interact to produce peer clusters that encourage drug involvement or provide sanctions against drug use. These peer clusters are small, very cohesive groupings that shape a great deal of adolescent behavior, including drug use. Peer cluster theory suggests that other socialization variables, strength of the family, family sanctions against drug use, religious identification, and school adjustment influence drug use only indirectly, through their effect on peer clusters. Correlations of these socialization variables with drug use confirm the importance of socialization characteristics as underlying factors in drug use and also confirm that other socialization factors influence drug use through their effect on peer drug associations. Peer cluster theory suggests that treatment of the drug-abusing youth must alter the influence of the peer cluster or it is likely to fail. Prevention programs aimed at the family, school, or religion, must carry through to influence peer clusters or drug use will probably not be reduced.

PEER CLUSTER THEORY, SOCIALIZATION CHARACTERISTICS AND
ADOLESCENT DRUG USE: A PATH ANALYSIS

Adolescent drug use has increased dramatically over the past two decades (Johnston, O'Malley & Bachman, 1985; Miller, et al., 1983). While the most recent data show a leveling off in use rates, the number of adolescents who are seriously drug involved remains high. In order to remain effective, therefore, counselors have had to shift their approaches to accommodate the effects that drugs have on the development and maintenance of adolescent problems. In this paper, we will discuss an approach to adolescent drug use that is intended to help counselors and others who are interested in adolescent development increase their ability to assist drug involved youth.

There are a variety of different theories of adolescent drug use, theories that try to explain why and how young people get involved with drugs. They fall into two general types: (1) disease/addiction and gateway theories focus primarily on how the direct effects of drugs operate to initiate and maintain drug using behavior, and (2) psychosocial theories are more concerned with how personal variables and the social environment interact in the development and perpetuation of drug use patterns.

Disease/addiction theories point clearly to the power and danger of drugs, to their ability to create physical and/or psychological dependency and to the related consequences to the user. Tolerance/withdrawal theory is probably the most influential disease/addiction theory. It

advances the idea that chronic drug exposure leads to tolerance, to
increased use and, subsequently, to withdrawal when the drug is not
taken, thereby forcing continued drug use. Tolerance/withdrawal theory,
however, does not stand up well as an explanation of most drug use, par-
ticularly that of adolescents. Many drugs are not physiologically
addicting, and others do not, in the relatively low doses or frequencies
used by most adolescents, lead to increased tolerance nor withdrawal
responses (Bejerot, 1980). Furthermore, there is compelling evidence
showing addiction to be strongly influenced by cultural, social, and
psychological forces (Peele, 1985).

The other theories that emphasize drug action are the gateway
theories, variously labeled "gateway" (Dupont, 1984), "steppingstone"
(O'Donnell and Clayton, 1982), "progression" (Mills & Noyes, 1984), or
"precursors" (Kandel, Kessler, & Margulies, 1978). Generally, gateway
models show that youth are likely to start with beer and cigarettes,
later to try marijuana, still later to use uppers, and only then move on
to drugs such as downers, PCP, or heroin. These theories show how
taking drugs may create conditions that encourage further drug involve-
ment, and establish relationships that are so strong they can meet the
typical sociological criteria for "causation" (O'Donnell & Clayton,
1982). Most gateway theorists recognize that there are multiple causes
of drug use. However, when these theories are turned into practice the
complexity of the process is often overlooked and there is a tendency to
oversimplify and focus solely on the drugs themselves as causing adol-
escent drug use. When that happens, the focus of prevention and treat-

ment is entirely on control of drug supplies and drug use, procedures
that have some utility, but that have little real chance of changing
overall youth drug involvement.

In contrast to these "drug effect" oriented theories, the psychoso-
cial theories see drug use as a symptom of underlying social or psycho-
logical problems. Social theories (Josephson & Carroll, 1974; Lukoff,
1980) concentrate on the demographic and social characteristics that
correlate with drug use, but tend to disregard intrapersonal factors.
Psychological theories (Richards & Blevens, 1977; Khantzian, 1980;
Spotts & Schontz, 1980, 1984a, 1984b; Gold, 1980) deemphasize social
forces and ascribe drug involvement to underlying personality traits or
to psychodynamic inadequacies. The psychosocial theories (Jessor &
Jessor, 1977; Jessor, Chase, & Donovan, 1980) try to link social and
psychological characteristics through social learning theory, and deal
with a very wide range of correlates of drug use, emphasizing that drug
use is one aspect of a general tendency to deviance. Penning and Barnes
(1982) have reviewed the marijuana use literature and have shown that,
indeed, a host of psychosocial characteristics are correlated with drug
involvement. Overall, these studies have shown that a variety of
psychological and social variables do relate to drug use and confirm
that there is a social and psychological base that underlies adolescent
drug use.

Among the psychosocial theories are the lifestyle theories, based on
the concept that drugs form an integral part of the lifestyle of a group
and that this context is a powerful shaper of behavior. Most of these

theories developed out of the studies of heroin users but some are more broadly applicable to adolescents. Walters (1980) presents the most graphic of these adolescent models. He assigns youth to three groups; "rowdies" who use drugs to do "crazy" and often public things, "cools" who use drugs with friends and use less "heavy" drugs, and "straights" who don't use drugs. The theory is appealing because we all know "rowdies," "straights", and "cools", but the types are too stereotyped and too limited to be of real use to the counselor.

Our own peer cluster theory (Oetting & Beauvais, in press) is a lifestyle theory rooted deeply in psychosocial theories. In our model, there are underlying conditions that may increase or decrease the probability that a youth will get drug involved. Many of these characteristics relate to the youth's environment -- factors such as poverty, prejudice, the family, and characteristics of the community that the youth lives in. Others are internal to the person; personality traits, needs, values, and beliefs. These social and psychological variables interact to form a substrate that make a youth susceptible to drug involvement or that innoculates a youth against drug use.

But these factors only set the stage! The single dominant variable in adolescent drug use is the influence provided by the peers with whom an adolescent chooses to associate. When drug use appears we believe that it is nearly always directly linked to peer relationships. Peers shape attitudes about drugs, provide drugs, provide the social contexts for drug use, and share ideas and beliefs that become the rationales for drug use. Peer groups form that use drugs together, the group uses

drugs at particular times and places, and the group shares the same ideas, values, and beliefs about drugs. These groups may consist of a "gang" or a small group of friends, or may be dyads such as best friends or couples. These close and highly influential groups are _peer clusters_, and, if they are drug using peer clusters, within them drugs play an important part in defining the group, in shaping its typical behaviors, and in maintaining the group identity and structure.

Other theories have noted the importance of peer influence on drug use. To clarify how peer cluster theory differs from these other positions, it might pay to define some of the terms that are used in discussing peer influence. "Peer groups," for example, may be small, tight peer clusters, but could also be those fairly large formal and informal groups with which a youth is associated. In specifying his or her peer group the youth would say, for instance, "I am on the football team." or "I am a Street Warrior." or "I am in the 8th grade." A peer group can provide a general context in which peer clusters can develop, but peer clusters are very small subsets of peer groups that closely share attitudes, values, and beliefs. "Lifestyle" is also a general term; a drug lifestyle implies that drugs are central and important to the way these people chose to live, but a youth who uses marijuana only on social occasions and a heroin "addict" could both be classed as involved in a drug lifestyle. In contrast, the youth in a particular peer cluster are very homogeneous. They are likely to use the same drugs, use them for the same reasons, and generally will use drugs together.

"Peer pressure", another global term, has very different con-
notations from "peer cluster." The image created by the term "peer
pressure" is of a helpless, innocent youth, being forced by social
pressure or a "pusher" into trying drugs. Peer pressure implies a
passive acceptance of a barely resistable power. In contrast, from the
dynamic viewpoint of peer clusters, every member of a peer cluster is
seen as an active, participating agent in shaping the norms and beha-
viors of that cluster, in deciding whether, when, and how to use drugs.
From the outside, it may look like peer pressure is leading to confor-
mance -- particularly if a parent or counselor wants to believe in the
innocence of a particular child. What is actually occuring is a con-
siderable amount of behavioral norming with each youth moving toward a
commonly defined set of behaviors. The youth who denies, vehemently,
being subject to peer pressure, may be right. Although the members of a
peer cluster do not consciously work at the task of role norming, every
youth in a peer cluster is constantly and actively involved in deciding
what is "right." There is no "pressure" applied by the others to one
particular child.

Peer cluster theory states that peer clusters shape and determine
the attitudes, values, and beliefs about drugs (as well as many other
aspects of life), and, to a great extent, determine the actual drug
taking behaviors; what drugs are used, and when, where, and how they are
used. Other psychological and social characteristics, however, underly
the youth's susceptibility to drug use and determine the probability
that the youth will join a drug using peer cluster, and/or contribute to

the likelihood that a peer cluster will move toward deeper drug involvement. There are five general domains of psychosocial characteristics that we feel are important to creating this susceptibility; social structure, socialization, psychological or personality characteristics, attitudes/beliefs/rationales, and behaviors. These domains are described in more detail elsewhere (Oetting & Beauvais, in press).

In this article, we are concerned with only the second of these domains, socialization. Within our model, we define socialization slightly differently than some other theorists. Many studies list as socialization variables categorical characteristics of the parents or of peers, such as socioeconomic status or group memberships (e.g. ethnicity). We, however, see socialization variables as the links between the youth and these characteristics -- as connections between the social environment and the individual. In essence, for us, socialization is a dynamic process which describes how a youth becomes identified with various social structures. The major socialization variables for most adolescents, then, are links between the youth and (1) the community, (2) the schools, (3) religion, (4) parents, and (5) peers.

In this study we focus on the last four of these socialization variables. This is not to say that community socialization is unimportant. Nurco, Shafer and Cisin (1984), for instance, have shown that community characteristics do relate to drug use. They found that there is a general social pathology that exists in particular census tracts and that drug use is related to the extent of this pathology. The present study, however, cannot deal directly with this variable since it

was run in a single, western, mid-sized community that is relatively homogeneous. We therefore have no data that are relevant to the differential links to community structure that might be related to drug involvement. The remaining socialization characteristics have all been shown in the other research to relate to drug use.

School adjustment. A large number of studies have noted the negative relationship between school adjustment and drug use. Nearly all of this research has focused on school performance, usually showing that lower grades are associated with drug use (Bakal, Milstein, & Rootman, 1975; Brook, J. S., Lukoff, I. F., & Whiteman, M., 1977; Frumkin, R. M., Cowan, R. A., & Davis, J. R., 1969; Galli, N., 1974; Jessor, 1976; Svobodny, 1982). There is another dimension to school adjustment; how satisfied students are with their school experience. While there are no direct studies of school satisfaction and drug use, satisfaction may be related to absenteeism and dropout, and studies have shown that dropouts and absentees are more likely to be drug involved (Annis & Watson, 1975; Brook, et al., 1977; Clayton & Voss, 1982; Galli, 1974; Kandel, 1975).

Religious identification. Drug users tend to show lower church attendance, less participation in religious activities, and less religious commitment (Bogg & Hughes, 1973; Brook, et al., 1977; Jessor, 1976; Jessor, Jessor & Finney, 1973; Rohrbaugh & Jessor, 1975; and Turner & Willis, 1984).

Family influence. When the family is not intact or the youth has not been living with the parents, drug use is likely to be higher (Adler & Lotecka, 1973; Blumenfield, Riester, Serrano, & Adams, 1972; Frumkin,

et al., 1969; Galli & Stone, 1975; Green, Blake, & Zenhausern, 1973; Oetting & Goldstein, 1979; Tolone & Dermott, 1975). Several studies have found a relationship between drug use and poor family relations (Brook, et al., 1977; Pandina & Scheule, 1983; Streit, Halsted, & Pascale, 1974; Tec, 1974). Low levels of parental support have also been shown to relate to drug use by Jessor and Jessor (1977) and the Jessors have also shown that weak parental sanctions against using drugs are also related to drug use.

Peer relationships. Many studies have shown strong relationships between the drug use of a young person and the drug use of friends and siblings (Adler & Lotecka, 1973; Burkett & Jensen, 1975; Huba & Bentler, 1980; Jessor & Jessor, 1977; Kandel, 1974; Lawrence & Velleman, 1974; McKillip, Johnson, & Petzel, 1973, Tolone & Dermott, 1975; Wechsler & Thum, 1973; Windsor, 1973). When comparisons are made, these peer relationships often provide the highest correlations with drug use in a given study.

While there is sufficient evidence in the literature to show that these socialization links are related to drug use, the way they tie together to increase or decrease susceptibility to drug use is only beginning to receive adequate attention (Jessor & Jessor, 1978; Kandel, et al., 1979; Huba, Wingard & Bentler, 1984; Penning & Barnes, 1982). Most of the work that has been done, however, consists of general modeling procedures examining either large blocks of variables or structural analyses that look at very complex models that include a multiplicity of domains, and that are, therefore, extremely difficult to

interpret. There are no studies that focus specifically on the one limited domain of socialization characteristics. This study will attempt to clarify how socialization characteristics relate to drug involvement.

The study is, in part, confirmatory. Peer cluster theory predicts that drug involvement of peers will be most proximal to drug use and that the other socialization characteristics will be more distal and will contribute only indirectly to drug involvement through their influence on peer drug involvement. There are two specific hypotheses that we will attempt to confirm; (1) socialization characteristics are highly predictive of adolescent drug use, and (2) that among those socialization characteristics, peer drug involvement will be most proximal to drug use and the other variables will influence drug use only indirectly, through peer drug associations.

The study is, however, also an exploratory study, since there are few strong theoretical predictions related to how the other socialization characteristics may link together to lead to formation of drug using peer clusters. We will, therefore, construct and test a path model that places peer influences on drug use proximal to and solely associated with drug use and that then best accounts for the relationships among the other socialization characteristics.

METHOD

The sample consists of 415, 11th and 12th grade students from a mid-size western community. With minor exceptions, (a slightly higher use

of inhalants and hallucinogens and a somewhat lower use of cigarettes),
drug use rates of seniors in this community have been quite similar to
those cited in the National Senior Survey (Johnston, O'Malley, &
Bachman, 1985). In terms of drug use rates, this community should,
therefore, be reasonably representative of youth throughout much of the
U.S.

An anonymous drug use survey was administered in all classrooms of
one high school. The overall return rate was 85%. The sex distribution
was 49.9% males and 50.1% females. The survey used in the study has
been developed over a ten year period and has been demonstrated to be
highly reliable (Oetting, Beauvais, Edwards & Waters, 1984).

The dependent measure. The outcome measure, drug use, is based on
short scales that assess the current level of involvement with alcohol
and with each of ten drugs included in the survey. For each drug, the
survey asks several questions, such as how much the drug has been used
recently, when the drug is used, how the drug is used, and self-
identification as a user of that drug. Scales assessing involvement
with each individual drug include from 3 to 5 items each. The scale
alpha reliabilities range from .73 to .96. (Oetting, et al., 1984).
These scale scores are combined to provide a single measure of overall
drug involvement, the drug use style. The scoring system for obtaining
drug use style is reported in an article by Oetting and Beauvais (1983).
There are 24 different drug use styles. Individuals in a particular
drug use style use the same drugs and are involved with each of those
drugs to about the same extent. The styles form a continuous scale from

no drug involvement to heavy polydrug use, and can, therefore, be used
to yield a single score that is related to the total level of drug
involvement. This drug involvement score has been shown to be both
reliable and valid (Oetting et al., 1984).

The independent measures. The scale assessing Peer Drug
Associations has seventeen items. The items ask about the number of
friends using drugs, whether friends have asked the youth to try drugs,
how strongly the youth would try to prevent friends from using drugs and
how strongly they would try to stop his or her drug use (alpha = .91).

The School Adjustment Scale includes six items; three items asking
about success in school and three items asking about liking for school
(alpha = .85).

The Family Sanctions Scale includes seven items asking about family
sanctions against alcohol, marijuana, inhalants, and other drugs (alpha
= .86). The Family Strength measure combines family intactness
assessed by two items and whether the youth feels that the family cares,
also assessed by two items (alpha = .76).

Religious Identification is assessed by two items asking how reli-
gious the youth is and how much he or she participates in religious
activities (alpha = .85).

Some of these scales are shorter than scales that have been used in
this type of research, although many studies use only single items to
assess these variables. It may seem unusual that these short scales
would have reliabilities in the high ranges reported here. The scales,
however, have been developed over a ten year period, modified and cross

validated on numerous samples, including samples of reservation Indian

youth (Oetting, et al., 1984). Given this history, stable reliabilities

can be attained. The reliabilities given here are for this specific

sample.

RESULTS

Table 1 shows the intercorrelations of the variables in this study,

including the correlations of each variable with drug involvement. In

agreement with the literature, all of these socialization measures

relate significantly to drug involvement, and, as expected, the highest

relationship is with peer drug associations.

INSERT TABLE 1 ABOUT HERE

Path analysis is a useful method for constructing a model that shows

how a complex set of variables might be interrelated. It is an

appropriate method for examining the interrelationships among these

variables, particularly considering the current state of our research

and theory construction. The method forces consideration of how all of

the variables might link together, and does not allow focusing on only

one or two relationships to the exclusion of others. There is an a

priori theory, peer cluster theory, that suggests specific direct paths

should exist and that other direct paths should not exist. Peer cluster

theory, therefore, dictates part of the path structure, i.e., that there

should be no direct paths to drug use except those from peer drug asso-

ciations. The path analysis can show whether the data are consistent with this theory. If this proves to be true, the other socialization variables, then, must be related to peer drug associations. Peer cluster theory, however, does not go beyond this point to dictate the nature of these other links. Paths among the other variables and from those variables to peer drug associations are, therefore, constructed with two criteria in mind. Any paths should be reasonably logical, and the path structure as a whole should be as parsimonious as possible while still accounting for all of the interrelationships among these variables. The process ends when the simplest reasonable structure is found that includes all paths that are statistically significant and that predict an adequate proportion of the variance.

Within the constraints described above, a path model was constructed that accounted for the significant and meaningful relationships among these variables. The results appear in Figure 1. The path coefficients are standardized Beta weights. When a path analysis involves a large N, very small path coefficients can be significant, so a secondary require-ment for including a path is established, in this case that a direct path account for at least 1.5% of the predicted variance. All paths in the graph that are significant beyond the .01 level and that account for more than 1.5% of the variance of an endogenous variable are included in the model in Figure 1.

INSERT FIGURE 1 ABOUT HERE

A test of the overall fit of a path structure can be made by forming an intercorrelation matrix, setting all non-existence paths to zero, and determining whether the data can reproduce the correlation matrix adequately under those constraints (Joreskog & Sorbom, 1985). Although the path from school adjustment to drug use did not meet our requirement, and accounts for less than 1.5% of the variance, preliminary analyses showed that, because of the large N involved in the study, this path needed to be included to achieve a good fit. It is, therefore, included for this one analysis. Its low contribution, however, does not meet our general requirement for inclusion, so it is drawn as a dotted line. With this inclusion, the model adequately accounts for the relationships among these variables (Chi square = 6.41, d.f. = 6, p = .378, adjusted goodness of fit index = .983). A non-significant Chi square indicates an adequate fit for the model.

While path analysis methods have limited utility in comparing alternative models, as an illustration to show that the fit is altered greatly by a model change, we also tested a model that was identical except that it assumed that drug use led to peer drug associations and that, therefore, the other socialization variables led directly to drug use (Chi square = 83.60, d.f. = 6, p = .000, adjusted goodness of fit index = .821). The highly significant Chi square indicates that this alternative model does not adequately account for the relationships among these variables.

DISCUSSION

The results tend to confirm two important predictions. First, socialization characteristics are highly predictive of adolescent drug use. Table 1 shows that each of the socialization variables is correlated significantly with drug involvement, and, in fact, nearly any combination of these variables would account for a major part of the variance in drug use. These results show clearly that theories of drug use that focus predominantly on the effects of drugs, on addiction, dependence, withdrawal, etc., and that, therefore, ignore the influence of psychosocial characteristics on drug use, need to broaden their models to include adequate treatment of socialization factors.

The second important hypothesis derives from peer cluster theory. Peer cluster theory predicts that, among these socialization characteristics, peer drug associations will be most proximal to drug use and that other socialization characteristics will relate to drug use indirectly, through their influence on peer drug associations. The results are not totally consistent with this hypothesis. There is a residual direct path from school adjustment to drug use that, because of the large N used in the study, is significant. The path, however, does not meet our secondary requirement, contributing only 1% to the predicted variance in drug use once peer drug associations are accounted for. The multiple correlation in Table 1 shows that the total correlation with drug use only changes from .74 to .75 with the addition of this variable. Overall, therefore, the results are consistent with peer

cluster theory -- peer drug associations essentially dominate in pre-
dicting drug involvement.

A relationship of this kind might occur in a path analysis because
of limitations in the measures used in a study, for example, if the
measure of peer drug associations were highly reliable and the other
measures lacked reliability. The other socialization measures, however,
are quite reliable. Furthermore, peer drug associations dominate the
relationship to drug use despite the fact that each of the other
variables is significantly correlated with drug use and that three of
them relate to drug use independently of each other. With the exception
of the small residual correlation with school adjustment that accounts
for only 1% of the variance, these other socialization characteristics
link to drug use only through peer associations. To find that these
substantial correlations with drug use, correlations that have signifi-
cant independent covariation with the criterion, can be essentially
accounted for by their indirect relationship through peer drug asso-
ciations, provides convincing evidence for construct validity of at
least this aspect of peer cluster theory.

Limitations of Path Analysis and Theory Trimming

While the model was constructed to provide confirmatory evidence for
the first two hypotheses, other aspects of the path model must be
treated as exploratory. The rest of the path structure was derived by
identifying the simplest structure that was reasonably logical and that
would account for the existing relationships among these variables. The
resulting model could be, in part, an artifact of either our preconcep-

tions or of anomalous covariations in the data that would not be confirmed through cross-validation. The path coefficients, however, are substantial and are highly significant, and the non-charted paths account for only a minimal amount of variance in the model. This path structure is, therefore, likely to replicate in other studies.

The question of causation creates further problems in interpreting this model. Path analysis is sometimes called "causal path analysis." It was originally designed to isolate the direct and indirect causal effects of variables, where some variables are seen as influencing other variables, which then effect outcomes (Wright, 1934). Despite Wright's hope, and the way that path analyses have sometimes been used in the literature, modelling by path analysis cannot, by itself, deduce causal relationships (Dillon & Goldstein, 1984). If, however, specific paths in a model are defined a priori, path analysis can show that the data provide a good fit for that model, and a path analysis can be confirmatory. As with any other methods of analysis, other explanations for the results are always possible, but results that confirm predictions are helpful in establishing construct validity of the nomothetic net that led to those predictions, including "causal" elements of that theory.

The arrows, in our model, point in one direction -- toward drug use. A model of this type is called "recursive" in path analysis. While it would be possible, and even, perhaps, more realistic, to form a non-recursive model, one with arrows that go in multiple directions, we purposely chose to construct a recursive model because it forces us to

consider how these socialization variables may influence each other, which variables might have priority in time, and/or which variables are closer to or further away from an adolescent's current drug use. The data in this study are not longitudinal, so cannot directly address temporal relationships, but the links between the variables can, nevertheless, suggest how these relationships might have formed. As long as we use due caution, the results can suggest interesting hypotheses and possible implications for counseling, implications that must, of course, be subjected to further testing both in practice and in research.

As an example, while socialization links could have causal influences on drug use, the effect of using drugs could equally have altered the social relationships we are examining. This is particularly true since the social relationships we are assessing lie in the perceptions of the youth and either those relationships or the perception of those relationships could change as a function of increasing drug involvement. A recursive path analysis, however, establishes how these variables connect together, which links are likely to be direct and which indirect, and to what extent one set of variables predicts another. While we recognize that other possible relationships exist, and must keep these caveats in mind, the resulting path structure suggests a number of interesting and potentially meaningful possibilities for the treatment and prevention of adolescent drug abuse.

The Family

The general structure of the path model is reminiscent of a lens model, with the family at the base, radiating its influence in a number

of different directions, thereby influencing a number of intervening variables, all of which, in turn, influence the formation of peer associations. The data fit this model, but the model is also logical and inherently appealing, implying that the family is an early and very important socialization link, and that it influences many other socialization links.

A strong family, as measured by our instruments, means that the youth feels that the family cares, and family strength is further increased if the family is also intact. The fact that an intact and caring family is at the base of this model and that its influence is felt in many ways is very important. It suggests that family disruption is a major underlying factor in drug abuse -- that even though we can not always trace direct links to family problems, those problems may have had a negative effect on many of the factors that do eventually encourage drug use. The model also shows the importance of family sanctions against drugs. Even if the family is caring and intact, unless that family communicates strong stanctions against drug use, it loses some of its potency.

The model also shows, however, that the influence of the family is not direct, and therefore, that treatment of drug use by family therapy might not be successful. While recognizing that the limitations of path analysis make further testing of this hypotheses is essential, we can still consider the implications should further evidence fully confirm this hypothesis. For example, the National Institute on Drug Abuse (NIDA) is now funding several extensive studies to test the effect of

family therapy on drug abuse. Our path model and peer cluster theory both suggest that this research program may fail, since the drug using youth will have already established peer clusters that encourage and maintain drug use, and unless family therapy can also change those peer associations, it is not likely to influence drug use.

We need to make it clear that, even if peer cluster theory should prove valid, it does not mean that interventions at other levels cannot be successful. Peer cluster theory does not state that there are no influences other than peers -- other factors are terribly important in creating the potential for drug use. They set the stage for drug involvement, and changing them may change the youth's need to associate with deviant peers. These family therapy programs may still succeed if they can lead to changes in peer associations. But every counselor should be familiar with youth who will not change friends despite family pressures to change, and who will continue to behave in ways that lead to acceptance by their friends, despite the problems that those behaviors cause for their families.

Fortunately, even if we are right and family therapy has little direct influence on the drug using adolescent, the NIDA studies are set up so that in every treated family there is also a younger sibling. Our model does suggest that improvement in family adjustment, when it occurs early enough, may influence other factors that could then reduce the possibility of drug involvement of the younger siblings. A follow up of these NIDA studies may, therefore, show that family therapy is a useful prevention method.

Religious Identification

Religious identification apparently enhances the effect of a strong family. The results suggest that a strong family is likely to lead to good school adjustment even when religious identification is not high. However, if the youth also has high religious identification, it may considerably increase the chances of good school adjustment. Both the religious identification and good school adjustment make it more likely that the youth will associate with peers who discourage drug use.

Religious identification is probably rooted in family background. We have some evidence to suggest that younger adolescents directly reflect their family religious values. As adolescents mature, however, religious identification may become more of a personal value, and, while shaped by the family, become more directly connected to the beliefs and values of peers. Once this occurs, it is very difficult to treat existing drug use by trying to increase religious identification within an individual. If a religious approach is used, one must take into account the influence of others within the peer cluster and also work to modify those group values. Trying to increase a youth's religious identification while he or she is still heavily involved in a peer cluster that supports drugs is unlikely to change either religious identification or drug use.

School Adjustment

The path model suggests that being a failure in school and not liking school influences peer associations, increasing the chances that a youth will be involved with young people who encourage drug use. This

suggestion provides a good example of how peer cluster theory differs from currently accepted beliefs. The current "zeitgeist" would say that drugs "cause" school adjustment problems. Peer cluster theory, and the path model that we have constructed from this study, both suggest that the relationship between drug use and school adjustment may be both more complex and may lie in the other direction.

Our most difficult task in communicating peer cluster theory is convincing people that drugs are not the primary cause of all of the problems of drug using youth. This idea is so ingrained in popular belief that it is hard to gain acceptance for a theory that suggests that many of the problems of drug using youth long preceded their drug involvement. School problems have, for example, been found to precede smoking. While this cross-sectional study cannot address the temporal relationship between school adjustment problems and drug use, the results do lead to a hypothesis that school adjustment problems may well emerge first.

If this hypothesis is confirmed, why do school adjustment problems lead to peer associations that encourage drug use? We can suggest several hypothetical mechanisms that might cause school authorities to consider how they could be unintentionally encouraging formation of drug using groups, and that at least warrant further study. For instance, the structure of the school system may place youth together who have socioeconomic problems that may increase their chances of drug involvement. Nurco et al. (1984) have shown that there are areas of a city where the chances of drug use are greatly increased, and youth from par-

ticular disadvantaged neighborhoods may be in the same schools or they may ride buses together to go to other schools.

Subtle prejudices in the school system could also be involved. Youth with similar socioeconomic and ethnic backgrounds may be placed in classes together. In addition, youth who are less successful may be guided to classes that are associated with lower academic accomplishment or may be placed together in remedial classes. Even school punishments may lead to increased chances for formation of peer clusters involving youth who share in negative attitudes and values about school. For example, a detention group may bring youth who have a high potential for deviance together. By contrast, youth who are successful in school may have more opportunity to take certain courses together, classes such as drama, music, and debate, may serve together on school committees, or may associate in certain school clubs or organizations, increasing the chances that they will form peer clusters with others who have positive school adjustment.

There is also a tendency for youth with positive attitudes toward school to seek each others' company, and for those with negative attitudes to agglutinate; young people are likely to seek, as friends, those who already share similar values and beliefs. These associations are predicted by peer cluster theory. While a school would not necessarily want to do anything about a general tendency for like to seek like, it could examine its systems and procedures to see whether it is unintentionally encouraging the formation of peer clusters that share negative attitudes toward school and that accordingly have an increased chance of drug involvement.

Peer Clusters

The results of this study cannot, by themselves, prove the validity of peer cluster theory. They are, however, consistent with that theory. The correlation between a youth's drug use and his or her association with peers who encourage drug use is extremely high. It accounts for more than half of the variance in drug use. The fact that all other socialization characteristics have, essentially, an indirect impact on drug use through these peer associations is also completely consistent with the theory. Peer cluster theory, however, has many other dimensions and implications that need confirmation in further research. In the meantime, peer cluster theory suggests some very important implications for treatment and prevention, suggestions that can do little harm if the theory has limitations that we presently do not understand, but that may lead to considerable benefits if peer cluster theory proves to be valid.

The most important suggestion is that counseling, therapy, or any other treatment of the individual for drug involvement is likely to be of limited value -- unless that treatment also involves changes in the youth's peer cluster. The peer cluster is a dominant force in a youth's life. One of its major functions is norming of attitudes, values, beliefs and behaviors, including those related to drug use. The need to conform to the values and behaviors of the peer cluster is extremely high. Associations in peer clusters are an integral part of adolescence, and the need to conform is not likely to be changed by any realistically brief treatment or therapy. If the peer cluster is not

changed, or if the youth's relationship to that cluster is not changed, the peer cluster will continue to encourage and maintain drug involvement. If a youth is sent away for treatment, and then returns, the peer cluster will draw the youth back into drug use.

As a part of treatment, if the youth can be weaned away from a drug involved peer cluster and, at the same time, become a member of one that discourages drug use, it can enhance the effects of treatment. In fact, changing the peer cluster may resolve the problem even without other treatment. A life transition can help with this process, for example, Bachman, O'Malley and Johnston (1984) have found that getting married is likely to reduce drug use. Other transitions, such as living with someone without being married or such as going to college, do not, however, lead to less drug use. The counselor, however, might use any transition as an opportunity to break the link to a drug using peer cluster. The move from junior high to high school or from high school to college, for example, might be used by the counselor to help shift a youth to non-drug involved peer clusters.

It might also be possible to treat the peer cluster instead of the individual youth, although we do not have good descriptions about how to access a peer cluster or how to change it. There may be a great opportunity here for an innovative counselor who has the ability to reach young people, particularly those who are deviant. It would be interesting, for example, to see how a tough-minded family structural therapy could be translated so that it applies to analysis and modification of the interactions in a peer cluster, and whether it could then

- 70 -

lead to the kinds of changes that reduced or eliminated drug involve-
ment. The recent move toward peer counseling may provide some guidance
in the treatment of peer clusters. Peer counselors are much more aware
of the beliefs attitudes and behaviors that occur in peer clusters in
their environment and thus may have a better chance of tuning into and
modifying the factors leading to drug use. Some programs we are aware
of actually identify members of drug using clusters and use them as
change agents within the clusters.

We should not close this discussion without noting again that there
is a strong reciprocal relationship between drug use and drug
encouraging peer associations. While we emphasize the need to deal with
peer associations as a dominant factor in drug use, we do so because
this aspect of drug use has often been ignored. We also, however,
believe that drug use needs to be addressed strongly and directly. We
are constantly concerned about the number of counselors who do not
routinely ask their clients about their use of drugs.

Drug use, whatever its genesis, also exacerbates the youth's
problems and can encourage further drug experimentation and drug use
within the peer cluster, with movement toward greater and more serious
drug involvement. It can exaggerate existing family problems and create
new ones. It can add further to existing school adjustment problems and
lead to new problems. We have used a directional path model to confirm
some hypotheses and to create new ones, but that does not, in any way,
imply that there are not meaningful reciprocal relationships in real
life.

Summary

The results show clearly that the attack on adolescent drug abuse cannot focus on drugs alone; it must include dealing with problems resulting from family disruption, poor school adjustment, religious identification, and most of all it must focus on peer associations. In fact, any treatment or prevention program that does not ultimately lead to changes in peer associations may be doomed to failure. Peer cluster theory, and the path model presented in this article, also suggest that treatment of drug involvement should focus predominantly on the individual and on that youth's peer clusters. Prevention, on the other hand, should begin early, and should include the family, the school, and when appropriate, religion. Wherever prevention efforts are involved, however, they should be tailored and maintained so that they eventually influence the choice of peers, the formation of peer clusters, and the development of strong sanctions against drugs in the peer cluster. These changes in prevention and treatment could radically improve our effectiveness and ultimately lead to significant changes in adolescent drug involvement.

REFERENCES

Adler, P. T., & Lotecka, L. (1973). Drug use among high school stu-
dents: Patterns and correlates. International Journal of the
Addictions, 8(3), 537-548.

Annis, H. M., & Watson, C. (1975). Drug use and school dropout: A
longitudinal study. Canadian Counsellor, 9(3/4), 155-162.

Bachman, J. G., O'Malley, P. M. & Johnston, L. D. (1984). Drug use
among young adults: The impacts of role status and social environ-
ment. Journal of Personality and Social Psychology, 47(3), 621-645.

Bakal, D., Milstein, S. L., & Rootman, I. (1975). Trends in drug use
among rural students in Alberta: 1971-1974. Canadian Mental Health,
23(4), 8-9.

Bejerot, N. (1980). Addiction to pleasure: A biological and social-
psychological theory of addiction. In D. J. Lettieri, M. Sayers & H.
W. Pearson (Eds.), Theories on drug abuse: Selected contemporary
perspectives, (NIDA Research Monograph 30). Rockville, MD: National
Institute on Drug Abuse.

Blumenfield, M., Riester, A. E., Serrano, A. C., & Adams, R. L. (1972).
Marijuana use in high school students. Diseases of the Nervous
System, 33(9).

Bogg, R. A., & Hughes, J. (1973). Correlates of marijuana usage at a
Canadian Technological Institute. International Journal of the
Addictions, 8(3), 489-504.

Brook, J. S., Lukoff, I. F., & Whiteman, M. (1977). Correlates of
    marijuana use as related to age, sex, and ethnicity. Yale Journal of
    Biological Medicine, 50, 383-390.

Burkett, S. R., & Jensen, E. L. (1975). Conventional ties, peer
    influence, and the fear of apprehension: A study of adolescent mari-
    juana use. Sociological Quarterly, 16, 522-533.

Clayton, R. R., & Voss, H. R. (1982). Technical review on drug abuse
    and dropouts. Report on a National Institute on Drug Abuse technical
    review meeting. Rockville, MD.: National Institute on Drug Abuse.

Dillon, W. R., & Goldstein, M. (1984) Multivariate Analysis: Methods and
    Applications. New York: John Wiley and Sons, Inc.

Dupont, R. L. (1984). Getting tough on gateway drugs: A guide for the
    family. Washington, D.C.: American Psychiatric Press, Inc.

Frumkin, R. M., Cowan, R. A., & Davis, J. R. (1969). Drug use in a
    midwest sample of metropolitan hinterland high school students.
    Corrective Psychology, 15, 8-13.

Galli, N. (1974). Patterns of student drug use. Journal of Drug
    Education, 4(2), 237-248.

Galli, N., & Stone, D. B. (1975). Psychological status of student drug
users. Journal of Drug Education, 5(4), 327-333.

Gold, S. R. (1980). The CAP control theory of drug abuse. In D. J.
    Lettieri, M. Sayers & H. W. Pearson (Eds.), Theories on drug abuse:
    Selected contemporary perspectives. (NIDA Research Monograph 30).
    Rockville, MD: National Institute on Drug Abuse.

Green, M G., Blake, B. F., & Zenhausern, R. T. (1973). Some implica-
tions of a survey of marijuana usage by middle class high school drug
users. In Proceedings of the 81st Annual Convention of the American
Psychological Association, Montreal, Canada 679-680.

Huba, G., & Bentler, P. M. (1980). The role of peer and adult models
for drug taking at different stages in adolescence. Journal of Youth
and Adolescence, 9(5), 449-465.

Huba, G. J., Wingard, J. A., & Bentler, P. M. (1984). Applications of
a theory of drug use to prevention programs. In S. Eiseman, J.
Wingard and G. Huba (Eds.), Drug abuse: Foundation for a psychoso-
cial approach. Farmingdale, NY: Baywood Publishing Company.

Jessor, R. (1976). Predicting time of onset of marijuana use: A deve-
lopmental study of high school youth. Journal of Consulting and
Clinical Psychology, 44(1), 125-134.

Jessor, R., Jessor, S. L., & Finney, J. (1973). A social psychology
of marijuana use: Longitudinal studies of high school and college
youth. Journal of Personality and Social Psychology, 26(1), 1-15.

Jessor, R., Chase, J. D., & Donovan, J. E. (1980). Psychosocial
correlates of marijuana use and problem drinking in a national sample
of adolescents. American Journal of Public Health, 70(6), 604-613.

Jessor, R., & Jessor, S. L. (1977). Problem behaviour and psychoso-
cial development: A longitudinal study of youth. New York: Academic
Press.

Jessor, R., & Jessor, S. (1978). "Theory testing in longitudinal research on marijuana use." In D. Kandel (Ed.), <u>Longitudinal research on drug use: Empirical findings and methodological issues.</u> New York: John Wiley & Sons.

Johnston, L. D., O'Malley, P. M., & Bachman, J. G. (1985). <u>Use of licit and illicit drugs by America's high school students 1975-1984.</u> Rockville, MD: National Institute on Drug Abuse.

Joreskog, K. G., & Sorbom, D. (1985). <u>LISREL VI</u>. Mooresville, Indiana: Scientific Software, Inc.

Josephson, E., & Carroll, E. (Eds.) (1974). <u>Drug use: Epidemiological and sociological approaches.</u> Washington, DC: Hemisphere Publishing.

Kandel, D. (1974). Inter- and intragenerational influences on adolescent marijuana use. <u>Journal of Social Issues, 30</u>(2), 107-135.

Kandel, D. (1975). Reaching the hard-to-reach: Illicit drug use among high school absentees. <u>Addictive Diseases: An International Journal, 1</u>(4), 465-480.

Kandel, D. B., Kessler, R. C., & Margulies, R. Z. (1978). Antecedants of adolescent initiation into stages of drug use: A developmental analysis. In D. B. Kandel (Ed.), <u>Longitudinal research on drug use: Empirical findings and methodological issues.</u> New York: John Wiley & Sons.

Kandel, D., Simcha-Fagan, O., & Davies, M. (1986). Risk factors for delinquency and illicit drug use from adolescence to young adulthood. <u>Journal of Drug Issues, 16</u>(1), 67-90.

Khantzian, E. J. (1980). An ego/self theory of substance dependence:
  A contemporary psychoanalytic perspective. In D. J. Lettieri, M.
  Sayers & H. W. Pearson (Eds.), Theories on drug abuse: Selected con-
  temporary perspectives (NIDA Research Monograph 30). Rockville, MD:
  National Institute on Drug Abuse.

Kohn, P., & Annis, H. (1978). Personality and social factors in adol-
  escent marijuana use: A path-analytic study. Journal of Consulting
  and Clinical Psychology, 46, 366-367.

Kohn, P., Fox, J., Barnes, G., Annis, H., Hoffman, F. & Ejchental, B.
  (1979). Progressive development of a model of youthful marijuana use.
  Representative Research in Social Psychology, 9, 122-139.

Lawrence, T. S., & Velleman, J. D. (1974). Correlates of student
  drug use in a suburban high school. Psychiatry, 37, 129-136.

Lukoff, I. F. (1980). Toward a sociology of drug use. In D. J.
  Lettieri, M. Sayers & H. W. Pearson (Eds.), Theories on drug abuse:
  Selected contemporary perspectives (NIDA Research Monograph 30).
  Rockville, MD: National Institute on Drug Abuse.

McKillip, J., Johnson, J. E., & Petzel, T. P. (1973). Patterns and
  correlates of drug use among urban high school students. Journal of
  Drug Education, 3(1), 1-12.

Mills, C. J., & Noyes, H. L. (1984). Patterns and correlates of initial
  and subsequent drug use among adolescents. Journal of Consulting and
  Clinical Psychology, 52(2), 231-243.

Nurco, D. N., Shaffer, J. W., & Cisin, I. H. (1984). An ecological analysis of the interrelationships among drug abuse and other indices of social pathology. International Journal of the Addictions, 19(4), 441-451.

Oetting, E. R., & Beauvais, F. (1983). A typology of adolescent drug use: A practical classification system for describing drug use patterns. Academic Psychology Bulletin, 5, 55-70.

Oetting, E. R., & Beauvais, F. (In press). Peer cluster theory: Drugs and the adolescent. Journal of Counseling and Development.

Oetting, E. R., Beauvais, F., Edwards, R., & Waters, M. (1984). The drug and alcohol assessment system: Book II: Instrument development, reliability and validity. Fort Collins: Colorado State University, Western Behavioral Studies.

Oetting, E. R. & Goldstein, G. (1979). Drug abuse among Native American adolescents." In G. M. Beschner & A. S. Friedman (Eds.), Youth drug abuse: Problems, issues and treatment. Lexington, Mass: Lexington Books.

O'Donnell, J. A., & Clayton, R. R. (1982). The stepping stone hypothesis -- marijuana, heroin, and causality. Chemical Dependencies: Behavioral and Biomedical Issues, 4(3), 229-241.

Pandina, R. T., & Schuele, J. A. (1983). Psychosocial correlates of alcohol and drug use of adolescent students and adolescents in treatment. Journal of Studies on Alcohol, 44(6), 950-973.

Peele, S. (1985). The meaning of addiction. Lexington, Mass.: D. C. Heath.

Penning, M., & Barnes, G. E. (1982). Adolescent marijuana use: A review. _International Journal of the Addictions, 17_(5), 749-791.

Richards, L. G., & Blevins, L. B. (1977). _The epidemiology of drug abuse: Current issues,_ (NIDA Research Monograph No. 10). Rockville, MD: National Institute on Drug Abuse.

Rohrbaugh, J., & Jessor, R. (1975). Religiosity in youth: A personal control against deviant behaviour. _Journal of Personality, 43_(1), 136-155.

Spotts, J. V., & Shontz, F. C. (1980). A life theme theory of chronic drug abuse. In D. J. Lettieri, M. Sayers, & H. W. Pearson (Eds.), _Theories on Drug Abuse: Selected Contemporary Perspectives_ (NIDA Research Monograph No. 30). Rockville, MD: National Institute on Drug Abuse.

Spotts, J. V., & Shontz, F. C. (1984a). Drug induced ego states. I. Cocaine: Phenomenology and implications. _International Journal of the Addictions,_ 19, 119-152.

Spotts, J. V., & Shontz, F. C. (1984b). The phenomenological structure of drug induced states. II. Barbiturates and sedative hyponotics. _International Journal of the Addictions, 19,_ 295-326.

Streit, F., Halsted, D. L., & Pascale, P. J. (1974). Differences among youth users and nonusers of drugs based on their perceptions of parental behavior. _International Journal of the Addictions, 9_(5), 749-755.

Svobodny, L. A. (1982). Biographical, self concept and educational factors among chemically dependent adolescents. _Adolescence, 17_(68), 847-853.

Tec, N. (1974). Parent-child drug abuse: Generational continuity or adolescent deviancy? Adolescence, 9(35), 350-364.

Tolone, W. L., & Dermott, D. (1975). Some correlates of drug use among high school youth in a midwestern rural community. International Journal of the Addictions, 10(5), 761-777.

Turner, C. J., & Willis, R. J. (1984). The relationship between self-reported religiosity and drug use by college students. In S. Eiseman, J. Wingard, and G. Huba (Eds.), Drug abuse: Foundation for a psychoso-cial approach. Farmingdale, NY: Baywood Publishing Company.

Walters, J. M. (1980). Buzzin': PCP use in Philadelphia. In Feldman, Agar and Beschner (Eds.), Angel Dust. Lexington, Mass: D. C. Heath & Company.

Wechsler, H., & Thum, D. (1973). Drug use among teenagers: Patterns of present and anticipated use. International Journal of the Addictions, 8(6), 909-920.

Windsor, R. A. (1973). Mood modifying substance usage among 4-H and non-4-H youth in Illinois. Journal of Drug Education, 3(3), 261-273.

Wright, S. (1934). The method of path coefficients. Annals of Mathematical Statistics, 5, 161-215.

Table 1

Intercorrelations and Multiple Regression Coefficients

for Drug Use and Socialization Characteristics

	1. r (R)	2. r (R)	3. r (R)	4. r (R)	5. r
1. Drug Use					
2. Peer Drug Associations	.74* (.74)*				
3. School Adjustment	-.40* (.75)*	-.45* (.45)*			
4. Family Sanctions	-.32* (.75)	-.36* (.56)*	.08		
5. Religious Identification	-.31* (.76)	-.44* (.62)*	.33* (.33)*	.15*	
6. Family Strength	-.17* (.76)	-.24* (.62)	.20* (.36)*	.35* (.37)*	.16*

N = 415

r = simple correlation

R = multiple regression

* = signif. contribution (p < .01)

- 81 -

Path Analysis of Socialization Characteristics
and Adolescent Drug Use
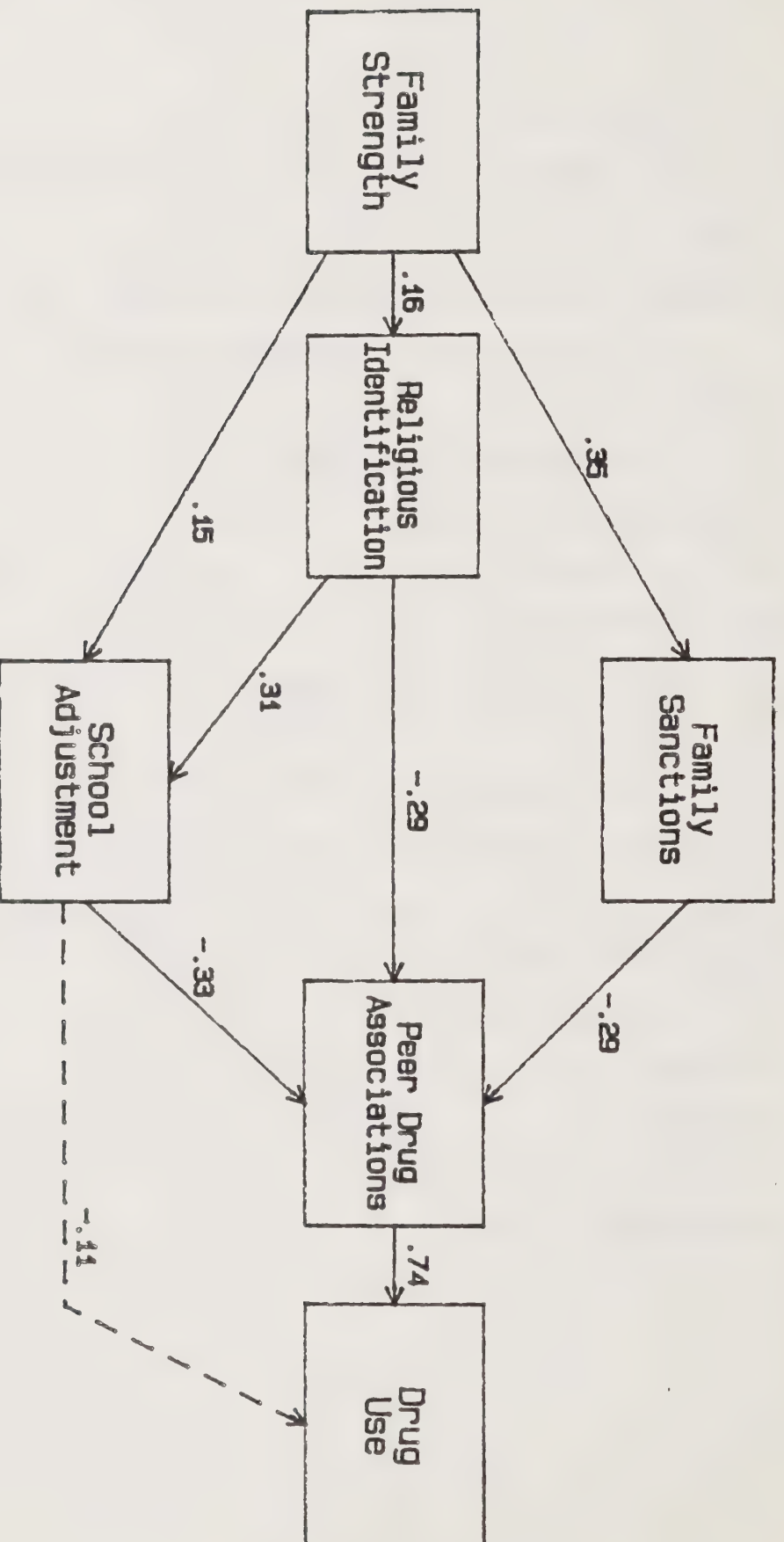
UNDERSTANDING AND BUILDING TEENAGE COMPETENCE: AN EXPLORATION OF HOW MENTORS AND ACTIVITIES ENCOURAGE ADOLESCENT GROWTH

Paper presented at the 1987 National 4-H Conference in Chevy Chase, MD.

By
Katherine H. Voegtle, Ph.D.
Project Coordinator;
Dale A. Blyth, Ph.D.
Project Director and Associate Professor;
and
Stephen F. Hamilton, Ph.D.
Associate Professor

Cornell University
Department of Human Development and Family Studies
Martha Van Rensselaer Hall
Ithaca, NY 14853-4401

Our goal in this paper is to explain the foundation and future directions of a project that we and our colleagues at Cornell University have underway. It is **The Understanding and Building Teenage Competence Project** or, as it is commonly referred to, The Mentoring Project. Let us begin with an analogy that we hope will illustrate what we mean by teenage competence and will provide some insight into our approach to it.

Sailing Through Adolescence: An Analogy

When we think of sailing we think of two things: the ship or boat which will be used, and the nature of the water and weather conditions where the sailing is to be done, (e.g., is it a calm harbor or the open sea?) These two factors, in combination, affect how far you will go and whether you sink or swim during your voyage.

By way of analogy, let me suggest that adolescence is in many ways just such a voyage and that building a competent adolescent is like building a seaworthy ship. It takes time, can be done in hundreds of different ways, and, when all is said and done, it needs a captain who knows what the ship's strengths and limitations are.

Secondly, let us extend the analogy and suggest that the people and environment around the youth both help the youth construct his or her ship and provide the waters and weather conditions where it will be used. Thus, whether the adolescent's ship will sink or float depends not just on his or her abilities, but also on the extent to which we as parents, adults, and friends helped construct a seaworthy ship and as a society or community provided sufficiently safe but challenging waters to sail in.

Now let us use this analogy to clarify what we mean by teenage competence. Competent teens, just as competent adults, are people who can plot a course (set

goals), deal with changing water and weather conditions (do problem solving), and feel that they can accomplish what they set out to do (have self-confidence).

Competent teens are not necessarily teens with special abilities or teens who have followed particular paths. Rather competent teens are people who can stay afloat in life's waters and stay on course. All too often our teens manage to stay afloat but drift aimlessly along.

This analogy can also help us to view our roles in adolescent development. Are we, as a society, going to try to calm the seas by ensuring a safe and secure environment for the youth to grow up in? Can this be overdone or carried on for too long so that they never learn to sail in the open seas of adulthood?

Or are we going to work with groups of youth and try to help them to construct their ships and try them out. The 4-H program has done this successfully for years. **The LINKING UP** program within the Mentoring Project takes a different approach which is to have adults take an interest in how one youth develops and builds his or her ship and learns to sail it. No single aproach is right or better and none is sufficient by itself. There may be times in an individual's development, however, when certain approaches may be necessary or more effective.

What is the Mentoring Project?

The Mentoring Project is both a research and demonstration project working toward understanding and building teenage competence in the best tradition of Cooperative Extension's application of knowledge to real life. The questions we began with were:

- How do people and activities affect development? This question was stimulated in part by Vygotsky's writings about activities being the vehicle by which development occurs? We are interested in what types of activities and people facilitate development, particularly during adolescence.

- Through what mechanisms do activities and people help development? More specifically, how do peers and adults hinder or encourage the development of skills, feelings of self-esteem, or decision-making abilities? What types of activities promote goal setting skills or feelings of connectedness?

- How does the linking together of youth and people, especially adults, in the context of challenging and sustained activities foster developmental growth?

The project was begun and is being carried out by a team of social scientists and practitioners at Cornell University. In addition to today's presenters, the team includes Dr. Urie Bronfenbrenner, an internationally known scholar who has played a central role in the development of such projects as Headstart and the Family Matters Project; Dr. Steve Ceci, a psychologist widely noted for his work with children and youth with various types of disorders; Dr. Steven Cornelius, a psychologist concerned with the processes of cognitive growth and change across the life span; and Dr. Stephen Hamilton, an educator noted for his work on school dropouts and the transition to adulthood in the United States and West Germany.

The project has two components. The **retrospective** component includes analyses of questionnaire data from high school and college students who looked back at important people and activities in their lives. The **prospective** component includes both systematic research on understanding teenage competence and the

LINKING UP program designed to link teens and adults in order to build teenage competence.

What have we learned by looking back?

Data from Cornell students, high school students in a small town in upstate New York, and a Midwest suburban location indicate that parents lay the foundation on which the rest of the ship is built. Youth overwhelmingly identified parents as key figures in their lives. A poor foundation, such as might occur through a weak relationship with parents, leads to greater reliance on peers rather than adults. This is especially likely to happen during early adolescence when youth are searching for a sense of group identity and concerned with peer evaluations. A strong foundation and continued good relationship with parents are factors in balancing the often negative pressures of peer influences.

While parents are critical, our data show that other adults do exist for youth. These adults are likely to be adults from the neighborhood, school, or other activity-based groups (Scouts, sports, church groups) rather than family members. In part this may reflect the declining number of family members whom youth see frequently or to whom they feel close. Grandparents, aunts and uncles, and older cousins are important but simply are not around as much as they used to be. One question this raises is where youth will find replacements for these people so that they will continue to have caring adults available to them?

Our research indicates that non-parental adults do make a difference in youths' lives. Their presence is associated with increased achievement, decreased drug use, and an ability to ride out day-to-day problems on a more even keel. The adults whom youth list as most important tend to be same-sex adults. This is true for both related and unrelated adults. And it applies to both males and females.

We also looked at the <u>roles</u> that important people play in youths' lives. There are several different roles or functions that both peers and adults can play. Three seem particularly important and are summarized in Figure 1: Functional Roles That Adults Play in Youths' Lives. We have called these roles: **Companion**, **Supporter**, and **Mentor**. Often the same adults perform all three roles, but in many cases one role is stronger than the others.

An adult **Companion** is a friend to an adolescent, someone to talk to and with whom you can do things. It is an important role because it provides the foundation for the other roles. The companion is the type of role many Big Brother/Big Sister programs foster. A **Supporter** has additional functions, providing emotional support, advice, and encouragement. A person playing a supporter role essentially provides a calm harbor. An example of a supporter is the father, Stephen Keaton, on the TV program, <u>Family Ties</u>.

The **Mentor** role is the most complex. It involves <u>teaching</u> directly by imparting knowledge and skills, <u>modeling</u> behavior and values, and <u>challenging</u> adolescents to improve their performance and aim higher (see Figure 1). A mentor is someone who can <u>challenge</u> you to build a better ship or to actually take your ship out of the harbor; a <u>role model</u> whose experience you can draw upon to design your own ship; and a person who can <u>teach</u> you to do specific things. Fine examples of parental mentors are Dr. and Claire Huxtable played by Bill Cosby and Phyllis Rashad on the <u>Bill Cosby Show</u>. A recent non-parental example would be Mr. Miagi in the movie, <u>Karate Kid</u>.

Several unanswered questions remain. We do not yet know if non-parental adults can **compensate** for parents' inadequacies or if they can only **complement** them. In terms of our analogy, can such adults help improve and build a solid ship

when the foundation is weak? Or are they limited to putting on the extra sails that make it faster or more seaworthy?

We are also not yet clear about how task-specific such roles need to be. Other programs use more focused, structured tasks, such as, career exploration or school-related enrichment projects. We are taking a broader, multi-task approach leaving the selection of tasks up to the youth and mentor. The program is designed to meet the needs of youth who are about halfway between childhood and early adulthood - mature enough to make some of their own decisions, but likely to be somewhat uncertain about their long range goals. The adult's role is to assist the youth in identifying and developing interests in a sustained and challenging fashion.

What issues will our new study address?

Our study aims to improve our understanding of several issues regarding adolescent competence and adult/youth relationships. We will be examining the roles that adults and other youths play during early adolescence when peer pressures begin to build. We will also begin to look at how these influences on adolescent development operate in both urban and rural areas. One of our study sites is an inner city school in Rochester and the other is a small town school in upstate New York.

We will also look at what types of youth are most benefited by an adult/youth link-up. We are screening youth for the program on the two dimensions depicted in Figure 2: The Two Factors that Define the Four Types of Youth in the Program. One dimension is the number of adults in the youth's life who are actively playing supportive and challenging roles. This factor will be measured using a questionnaire called the **Cornell Social Network Survey**.

The second dimension is the level of risk for involvement in problem behaviors. This factor will be measured using a questionnaire, the **Attitude and Behavior Scale**, which looks at a wide range of feelings, activities, and attitudes relevant to young adolescents. For our program we will be selecting youth across a wide range of those two factors. The aim is to see if the program can further boost the competence of youth who are already doing okay and improve or at least prevent further erosion in the competence of youth who are beginning to have problems. We plan to eliminate from consideration youth who are at the <u>extreme</u> high and low ends of the two continuums since the program is unlikely to be powerful enough to affect some of these groups and is simply not needed by others. Let's turn now to look at the program itself.

Building Key Adult Relationships - the LINKING UP Program

The **LINKING UP** Program is the building side of the teenage competence project. Our project includes both a research side and a demonstration program in part because of some advice Urie Bronfenbrenner, once received from one of his mentors. Urie's mentor told him if you really think you understand something, try to change it. So by attempting to design and implement a program that will make a difference in a young person's life, we are really testing our conceptualizations of how young adolescents become competent. Our **program aim** is as follows:

LINKING UP is a community-based demonstration program designed to help young adolescents build competence and responsibility by working with caring adults on challenging tasks of mutual interest.

The program is intended to be **preventative**; by linking young adolescents and adults, we hope to intervene before more serious problems begin. Another basic assumption underlying the program is that we are building upon **existing competencies** in ways that allow each individual to become more skilled and confident in abilities that are important to him/her. Usually youth do not need completely new skills. They simply need to recognize and build on ones that they already have. Finally, **LINKING UP** aims to simulate and enhance a **natural** social **process** of building competence through associations with others. Can we devise a system for forming new relationships that will achieve some of what happens when significant relationships form naturally?

More specifically our **program** objectives are as follows:

- *To increase adolescents' contacts with caring adults in the context of challenging and rewarding activities*

- *To improve youths' abilities to set and achieve life goals and to avoid problems associated with poor decision-making.*

- *To decrease youths' sense of powerlessness by encouraging them to discover and expand their own strengths.*

- *To promote the development of self-respect through genuine accomplishments.*

- *To enhance youths' natural social networks as a resource for constructive growth.*

- *To reduce youths' alienation from adults and increase a sense of responsibility and meaningful participation in the community*

Three general themes emerge from these objectives. One is that we are aiming to build **actual teenage competence.** We expect to see improvements in goal-setting and decision making skills since these are very important to any endeavor. We also expect to see more interest-specific skills improved as youths choose areas in which they would like to become more competent. Second, we aim to build **feelings of self-competence.** Even teens who are highly skilled often lack self-confidence. We want adolescents to recognize the strengths that they already possess and give themselves credit for their accomplishments. By discovering and building skills through active involvement in challenging tasks, adolescents will hopefully develop greater self-respect, feel more control and power over their own lives, and feel more meaningful engagement with the larger community.

A third theme that runs through the objectives is that of **building resource networks.** By establishing a one-to-one relationship with an adult, the adolescent gains one new resource. However, one function of the mentor will be to help the youth to expand on and utilize existing networks of resources. The mentor may do this by helping the youth to link up to other adults with expertise in areas of interest or by helping the youth to feel more comfortable about approaching adults for help.

Who Will Participate in LINKING UP?

The people involved in **LINKING UP** include two levels of adults from the community (mentors and advisors), the youth, and the project coordinator. First, let me describe the youth who will take part.

Youth

Seventh and eighth graders from a small town and an inner city school will be invited to take part in the program. All youths in these grades for whom parental permission is secured will take part in screening and outcome surveys. Forty youths will be selected to participate in the program during the first year of operation. Another forty youths will be placed on a waiting list and will be eligible for the program during the second year of operation. This group will simultaneously serve as a control group to measure the effectiveness of the program.

LINKING UP is intended for youths representing a broad range of "typical" adolescents who are vulnerable to influences and problems common to young people in our society. Within this broad spectrum of youth, there may be some young people who have already exhibited minor problem behaviors, such as truancy or experimenting with alcohol or drugs, and others who have not yet engaged in such behaviors. There will also be a range in the number of adults youths report having contact with and in the number of adults who challenge or support them. The program is not intended for youth who have experienced major behavior problems (multiple arrests, institutionalization), nor is it likely to benefit youth who are actively involved in multiple constructive school or out-of-school activities. One key feature of the program, however, must be emphasized, it is designed to work with a wide variety of youth and, as such, is preventative rather than remedial. The youth in the program will not be solely "problem youth" but rather typical youth from the school. Going back to our analogy, the youth is the novice ship builder who is working with a mentor to further build his/her ship and try it out.

Mentors

Mentors will be recruited from local organizations, groups, and businesses. We are seeking as mentors "ordinary, effective adults"--persons whose life experiences with school, careers, relationships, hobbies, special interests, and real life decision-making may help to prepare young people to make their own choices. Ideally, mentors will be persons who believe in young people, who can work effectively and cooperatively with others, and who seem able to get others to give their best. A full description of the kind of people we are seeking as mentors can be found in Appendix A: Mentor Role Description. Different methods of recruitment are planned for each of the two communities in which we will be working. In our small town community we plan to recruit through:

- Presentations to community groups

- Mailing and posting of recruitment flyers

- Referrals/recommendations of advisory board members or community members

- Nominations or recommendations by work supervisors and colleagues

In our urban community the following strategies will be employed:

- Involvement of local businesses and industries in mentor recruitment

- Nominations or recommendations by work supervisors and colleagues

- Possible negotiation of release or flex time for mentors to work with youth

- Presentations to community groups

Candidates for mentors will be interviewed individually to assess their suitability as mentors and to determine interests and background relevant for matching with youth. Police checks will be run on all adult volunteers and references checked in order to ensure the safety of the youths. Selected mentors will attend a 6-hour orientation session prior to matching. All mentor/youth matches will have an initial "trial" meeting period of one month after which either the mentor or youth may decide to discontinue meeting. Youths in any match that does not work out will be matched to a new mentor if they are interested.

<u>Advisors</u>

The mentor's work with the youth will be supported by a person we call an **advisor**. This will be a person with professional experience in youth development or human services who will meet with the mentor on a regular basis to discuss how the relationship is developing. In terms of our analogy, the advisor is a professional consultant on ship building who helps our master ship builder problem solve especially tricky issues.

An advisor will work with approximately 4 to 6 mentors to ensure that the best possible relationship develops between the mentor and youth. Drawing upon their special expertise in interpersonal relationships, advisors are expected to serve as resource persons who can help the mentors with problem solving and any needed human service referrals. Advisors will initially meet with each mentor on a one-to-one basis every other week to see how the relationship is progressing and to discuss approaches that might be taken with any problems that arise. After several months, advisors will begin to meet with mentors in small groups, thus enabling mentors to share their developing expertise with each other.

Project staff will contract with advisors for their services. While they are not considered paid staff, advisors will receive modest monetary payments in the form of an honorarium. Opportunities for further professional development for advisors will also be set up with staff from local colleges and universities. The honorarium and the opportunities are intended to acknowledge the professional level of the contributions made by advisors. Advisors will be recruited through agencies, universities, and community presentations. A description of the kind of persons we are looking for as advisors can be found in Appendix B: Advisor Role Description.

Advisors will attend an all-day training session on program philosophy and policies, goal setting, flexible leadership styles, project development, and dealing with crises. The local program coordinator and Cornell program staff will also be available for assistance, consultation, and additional training.

Parents/Guardians

As key adults in youths' lives, parents/guardians of the youth in the program will be kept well-informed about program activities. Initial informational meetings will acquaint parents/guardians with program goals and planned activities. A set of written guidelines will explain the parent's role in the program. Parents will also have a chance to meet and talk with their youth's mentor. A project newsletter to be mailed to parents will feature articles on project events and achievements of youths in the program.

However, part of the mentor's value to the youth is that he or she is an adult outside of the family with whom they can discuss concerns. Project staff will work with parents to ensure that they understand the need for some independence and will support the youth's relationship with the mentor. The program coordinator will check in with parents at regular intervals to answer questions and discuss any

concerns.   Staff will also work with mentors to ensure that they understand and respect parental concerns.   Mentors will be best able to help the youth if they are not perceived as threats to the parents' authority.   However, both the mentor and youth must feel free to develop a relationship apart from the family.

<div align="center">

Program   Coordinator
</div>

Activities at each program site will be facilitated by a program coordinator. This person will interview and select all adult participants, co-lead orientation and training sessions, organize group events, and serve as a resource for mentors, advisors, youths, and community members.   Relationships among all program participants are diagrammed in Figure 3:   Relationships Among Program Participants.

LINKING UP: Program Components

LINKING   UP includes several program components involving adults and youth working together or alone.   Since the relationship between the mentor and youth is our primary program concern, the purpose of all other components is to support and monitor the development of this one-to-one relationship.   All program components are described in more detail below and are diagrammed in Figure 4: LINKING UP Program Components.

The central component of **LINKING   UP** is a commitment between an adult and a youth to meet weekly for two to three hours for a period of one year (with the possibility of a second year).   During the **one-to-one   meetings** mentors and youths will share interests and engage in activities that will build trust and encourage the development of a close interpersonal relationship.   The mentor will provide support to the youth in dealing with everyday events and will challenge the youth to make

- 97 -

use of the available opportunities for growth.   Mentor/youth activities may include trips, structured exercises, practicing for an individual activity, or simply talking together.

One challenge for each mentor/youth pair will be the completion of a **project** based upon the needs and interests of the youth.   The mentor will guide the selection of project goals, assist in identifying resources, and help to develop an effective plan for carrying out the project.   The youth will be an active partner who will select and work toward completion of personal goals. Of course, we do not expect goal setting to be easy; part of the mentor's challenge is to help the youth identify interests that will involve activities requiring skill and sustained effort.

For example, a youth might tell a mentor that s/he likes to watch T.V., seemingly a passive activity.   The mentor might stimulate interest in learning how a T.V. show is created by asking questions or discussing a newspaper or magazine article.   Goals might be set to learn about how a show is produced.   Activities in achieving this goal might include: visiting a local cable TV station or college media center, writing to persons involved in network production, talking to a college student or professor involved in communications, or finding and reading magazine articles on how a favorite show was developed.   Goals may be refined as the activities proceed.   The youth may decide to learn about careers in communications or might consider trying to produce a short film/video.   Both new goals would expand the youth's contacts with adults, increase his/her familiarity with community resources, require considerable planning and decision-making (as well as other skills), and encourage   self-reflection.

In addition to the one-to-one meetings, youths and mentors will participate in three **group   meetings** of eight to ten mentor/youth pairs   during the year.   The

informal and fun atmosphere at these meetings will allow program participants to get to know each other and to build feelings of group spirit and cohesiveness. Project staff will also use these meetings to highlight or further delineate key program concepts and goals so that program participants stay "on track" in their activities. Furthermore, these meetings will provide a common ground for the sharing of information and resources among program participants and act as a forum for mentor/youth pairs to present their progress toward completion of personal goals. Finally, program staff will utilize these meetings to obtain information on how mentor/youth relationships are developing.

Mentors will also have an ongoing source of support in individual meetings throughout the year with **advisors** and with fellow mentors at group **advisory meetings**.

Finally, the larger community will be involved in the recruitment of adult volunteers, the selection and screening of youth participants, and in working toward extending and continuing the program through a local advisory board. In our urban area we will be approaching local businesses and industries for assistance in recruiting adult volunteers. The schools as the widest possible source of youth will be the sites where our research activities will take place. Our questionnaires will be used to select youths for the program and understand its effects. This community network is like the societal infrastructure that supports the whole ship building industry.

Demonstration Nature of LINKING UP

We plan to run the program for two years in two communities. Throughout its operation information will be collected on the process by which the program is implemented and the outcomes that are achieved. Our aim is to establish a model

- 99 -

program with the potential for national distribution. We expect our research on the development of significant adult/youth relationships through **LINKING UP** to have implications for a number of youth programs. We are currently working to establish a cooperative relationship with a number of youth programs located at our two sites, including Big Brother/Big Sister programs, 4-H programs, and apprenticeship-type mentoring programs. Our aim is to assist all such programs in building stronger adult/youth relationships.

Summary

As you can see, we are just setting sail into waters that are incompletely charted. Our destination is a more complete understanding of how the roles that adults play in youths' lives can help to build teenage competence. We believe that this happens through active involvement of youth and adults in challenging tasks that require sustained efforts by the youth and a mentoring role by the adult. Over the next two years we will be designing and implementing the **LINKING UP** program in order to look at how such mentoring relationships are created and whether they build social and cognitive competence. We look forward to returning from our voyage with exciting accounts of our explorations.

FIGURES AND APPENDICES
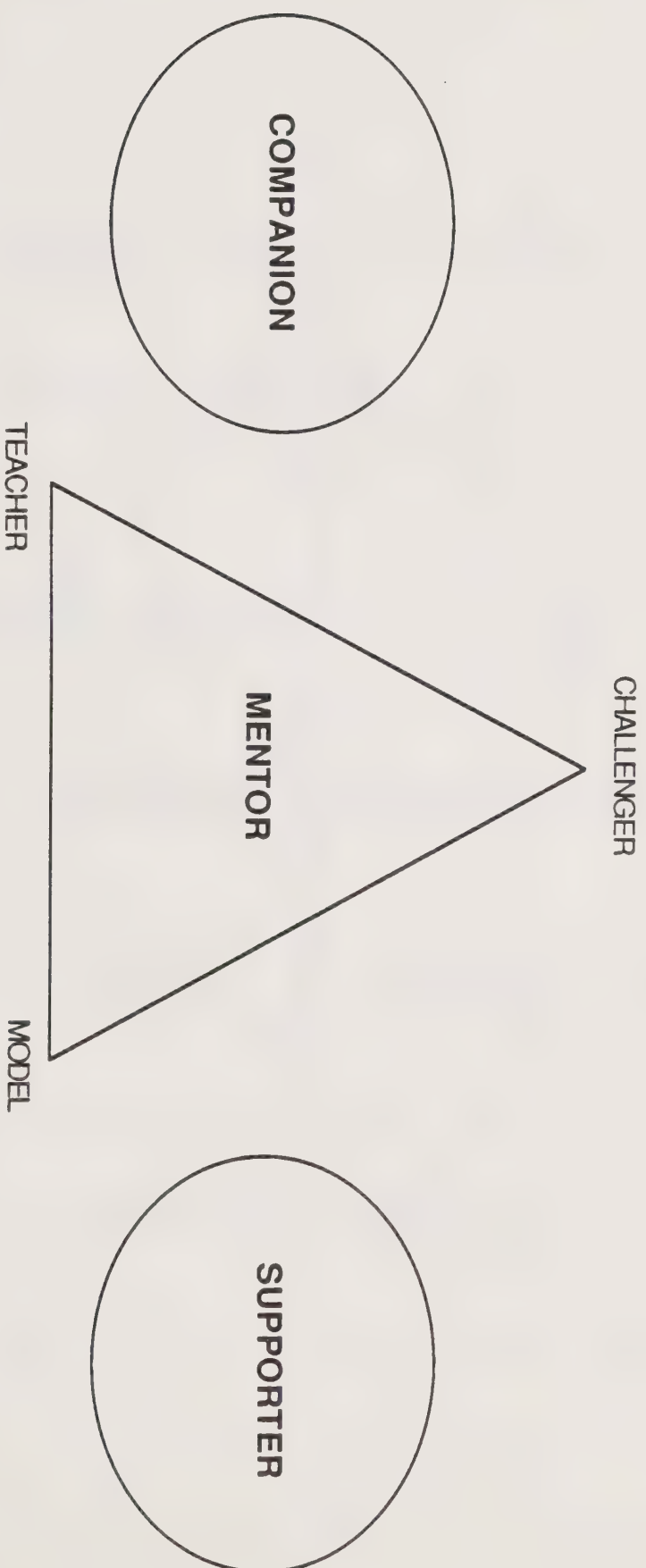
FIGURE 1: FUNCTIONAL ROLES THAT ADULTS PLAY IN YOUTHS' LIVES

COMPANION

TEACHER

MENTOR

CHALLENGER

MODEL

SUPPORTER

FIGURE 2

THE TWO FACTORS THAT DEFINE THE
FOUR TYPES OF YOUTH IN THE PROGRAM

Multiple, Non-Parental Adults
Functioning in Youth's Network

Highly Vulnerable Youth with Some Adults Present	Moderately Vulnerable Youth with Some Adults Present
Highly Vulnerable Youth with Few or No Adults Present	Moderately Vulnerable Youth with Few or No Adults Present

P
R
E
S
E
N
C
E

Youth with Multiple Problems

LEVEL OF RISK OR VULNERABILITY

Youth with Few Risk Indicators

F
A
D
U
L
T
S

Youth's Network Contains
No Functional, Non-Parental Adults
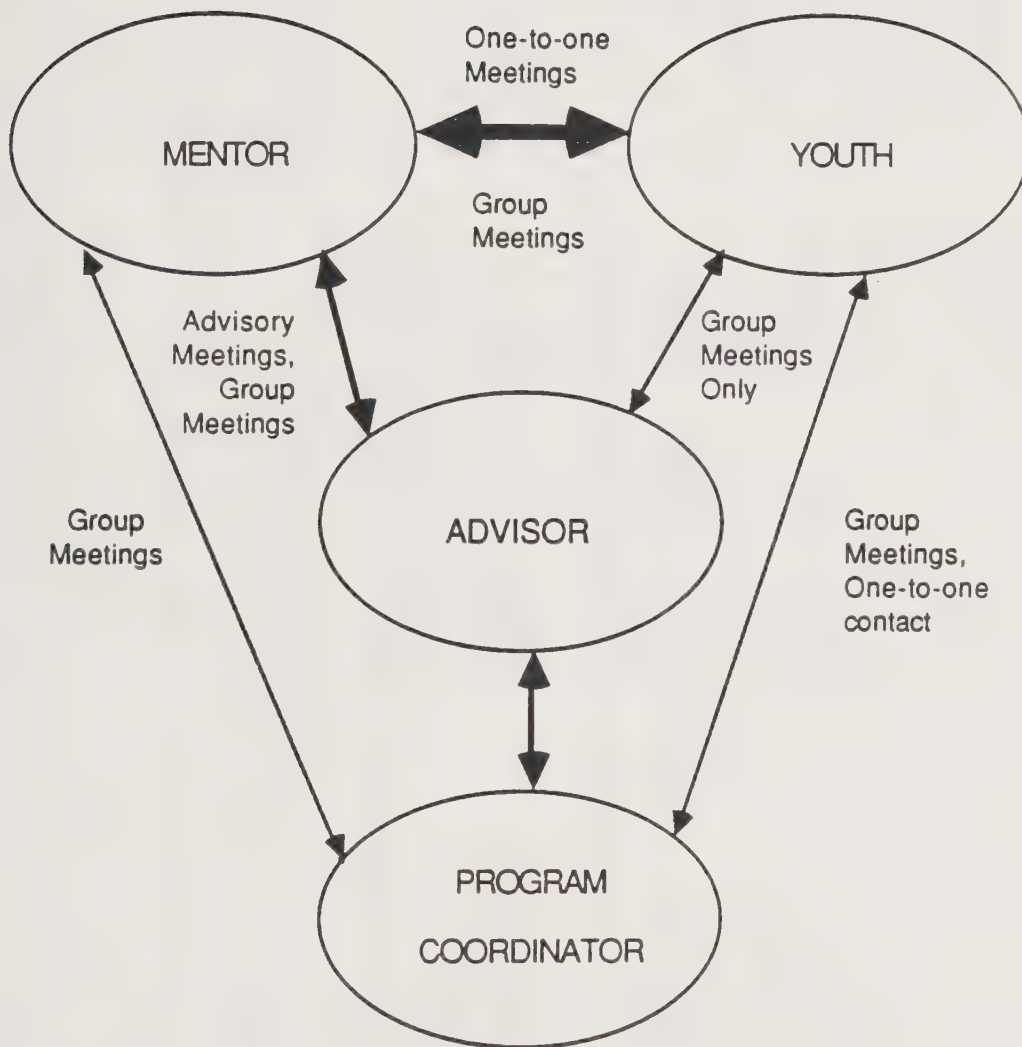
Figure 3. Relationships Among Program Participants

ONE-TO-ONE MEETINGS
OF YOUTHS WITH MENTORS

STRUCTURED GROUP MEETINGS FOR UP TO 10 MENTOR/YOUTH PAIRS

Initial group meeting
of mentors and youths

Mid-year group meeting
of mentors and youths

End of Year Group meeting
of mentors and youths

ADVISOR-MENTOR-PROGRAM COORDINATOR CONTACT

Mentor Orientation,
Advisor Training

Individual Meetings of
Mentors and Advisors

Group Meetings of
Mentors and Advisors

COMMUNITY INVOLVEMENT IN PROGRAM

SCHOOL	FAMILY	ADULTS IN COMMUNITY	LOCAL ADVISORY BOARD
Assists in screening of youth, recruitment of youth, obtaining parental permission, and pre- and post-program individual assessments.	Written parental permission. Informational meetings. Parents meet mentor. Newsletter.	Business sponsorship of program. Serve as mentors or advisors.	Assists in introducing program and works toward continuing program during third year.

FIGURE 4. LINKING UP PROGRAM COMPONENTS

MENTOR ROLE DESCRIPTION

Mentors are "ordinary, effective" adults who have experience in making decisions and commitments in such significant life arenas as work, family, friendships, or special interests and who are willing to work with a young person.

- **General Responsibilities of Mentors**
  - Spend time meeting with a 12 or 13-year-old youth in home, work, or community settings.
  - Support the youth in his/her everyday concerns and endeavors and encourage growth and increased accomplishments.
  - Assist the youth in setting goals and developing plans to work toward their completion.
  - Help youth to become aware of his/her own strengths and to find and use new resources (people, places, sources of information).
  - Acquaint the youth with the world of adults by participating in activities together and by sharing personal experiences .
- **Commitments**
  - Attend initial four to six hour orientation session.
  - Spend two to three hours per week working with a youth for a period of one to two years.
  - Participate in three large group events with youth.
  - Meet on a regular basis with advisor--every other week initially, then monthly.
  - Cooperate with research staff in evaluating and improving program.
- **The Ideal Person for the Role Would:**
  - Be interested in and believe in young people.
  - Encourage others in their efforts; be able to help boost another's self-confidence.
  - Be able to recognize both the strengths and weaknesses/limitations of others.
  - Be curious about even simple things; be open to learning about many different things.
  - Be able to motivate others to give their best.
  - Enjoy discussing events in their own or others' lives that have some personal importance.
  - Feel comfortable admitting they have made mistakes or had difficulty in learning something.
  - Be able to work with others as a leader/authority and to step back and let others take the leadership role.
  - Not be afraid of taking an occasional risk.
  - Be able to confront others without hostility and to encourage them to question assumptions.
- **Resources Available to Mentor**
  - Mentor orientation session
  - Mentor manual
  - Meetings with Advisor
  - Group meetings of mentors and advisor
  - Program coordinator
- **Benefits to Mentor**
  - Increased ability to understand and work effectively with youths.
  - Satisfaction of helping young people.
  - Enjoyment of being with youth and meeting with other caring adults.
  - Better understanding of own personal strengths and resources.
  - Learning new ways of looking at and encouraging youths' growth and development.
  - Stimulation of working with youth and keeping in touch with the next generation.

ADVISOR ROLE DESCRIPTION

Advisors are persons with professional experience and skills in working with interpersonal relationships. They will work with adult mentors in order to support the development of strong mentor/youth partnerships.

- **General Responsibilities of Advisors**
  - Work with 4-6 mentors on a regular basis through individual or group meetings and telephone contacts.
  - Provide support, guidance, and information to mentor in working with his/her youth partner.
  - Assist mentors to make optimal use of their personal competencies and experiences in working with youths.
  - Identify areas in which mentors need assistance and work with the program coordinator in meeting these needs.
  - Serve as a program contact person for the youth's parents/guardians.
  - Assist in refering youth to appropriate persons or agencies if necessary.
- **Commitments**
  - Attend an all-day training session.
  - Assist in leading small group exercises/discussion during initial 4-6 hour mentor orientation.
  - Meet on a regular basis with 4-6 mentors for a period of one year initially every two weeks on a one-to-one basis.
  - After two months, meet with groups of mentors every three to four weeks.
  - Make time available as needed to consult with mentors as a resource person.
  - Report on progress in mentor relationships to program coordinator through meetings with program coordinator and written records
- **Desired Background**
  - One year or more experience in human service, human relations, youth development, or personnel.
  - Training in helping skills and cooperative problem solving.
  - Experience in working with adolescents helpful.
- **The Person for the Role**
  - The ideal person for the advisor role would be:
    - Sensitive to and able to work with interpersonal processes in dyads and small groups.
    - Able to listen empathically and assist others in resolving personal conflicts
    - Able to recognize another person's strengths and help him/her to recognize and use these effectively.
    - Able to see events from another's perspective; able to identify concerns of youths and adults in working together.
    - Willing to question his/her own values and work with persons with very different value systems
    - Able to work flexibly, providing direction when needed and supporting another's efforts when these are effective
    - Able to tolerate uncertainty and ambiguity; willing to work toward defining new roles.
    - Able to avoid taking responsibility away from others by empowering them to deal effectively with their own concerns.
- **Resources Available to Advisors**
  - Program Coordinator
  - Mentor Workbook
  - Advisor Manual
- **Potential Benefits to Persons Serving as Advisors and Sponsor Agencies**
  - Supervisory experience in a human service/youth development field.

- Professional development in establishing effective mentoring relationships between youths and adults.
- Experience in working with volunteers to extend outreach potential of agency programs/services.
- Educational experience of working with Cornell University faculty and staff in training and developing a model program.
- Increased youth and community awareness of agency's services.

<u>Model Prevention Programs</u>

Task Force on Promotion, Prevention and
Intervention Alternatives

American Psychological Association

Richard H. Price
Emory Cowen
Ray Lorion
Julia Ramos-McKay
Beverly Hitchins, APA Staff

APA Task Force on Promotion, Prevention and Intervention Alternatives

Primary Author(s)	Target Group	Objectives	Major Intervention Methodologies	Outcomes
Bernard L. Bloom William F. Hodges University of Colorado, Boulder	Newly Separated Persons	To provide social support and facilitate competence building in socialization, child rearing and single parenting, career planning and employment, legal and financial issues, housing and homemaking.	Six month program provided by a paraprofessional and subject matter experts in the form of individual and group consultation, upon demand, on topics identified in the program objectives.	Intervention group members were significantly higher in adjustment, had fewer separation related problems, and reported significantly greater separation related benefits than controls. Positive program effects still evident after four years.

Reference: Bloom, B.L., Hodges, W.F., Kern, M.B., & McFaddin, S.C. (1985, January). A preventive intervention program for the newly separated. American Journal of Orthopsychiatry, 55, 9-26.

10/9/86

Primary Author(s)	Target Group	Objectives	Major Intervention Methodologies	Outcomes
Gilbert Botvin American Health Foundation, NY	Junior High School Students	Provide students with skills to resist pressures to smoke, drink and use drugs, help develop self esteem, help to cope with social anxiety, and increase knowledge of immediate negative consequences of substance use.	Life skills training in a school based 12 unit curriculum delivered by classroom teachers or older peer leaders. Booster sessions are added in subsequent years.	Significant reduction in new smoking in program students based both on self report and saliva tests. Additional effects were observed on smoking, psychosocial knowledge, and on social anxiety and influencability.

Reference: Botvin, G.J., Baker, E., Renick, N.L., Filazzola, A.D., & Botvin, E.M. (1984). A cognitive-behavioral approach to substance abuse prevention. Addictive Behaviors, 9, 137-147.

10/9/86

Primary Author(s)	Target Group	Objectives	Major Intervention Methodologies	Outcomes
William S. Davidson Michigan State University	Youth charged with person, property or status offenses and referred by court referee	To provide an intervention for delinquent youths outside the criminal justice system which will reduce the likelihood of recidivism	Trained, selected, college student volunteers work one-on-one with youth for eighteen weeks, six to eight hours per week. Specific intervention conditions included behavioral contracting, relationship building, youth advocacy within the family.	Significantly lower levels of recidivism as measured by court petitions two and one half years after intervention. Number of police contacts were also lower for intervention conditions conducted outside the court system.

Reference: Davidson, W.S., Blakely, C.H., Redner, R., Mitchell, C.M., &Emshoff, J.G. (1985). Diversion of juvenile offenders: An experimental comparison. Ecological Psychology Program. Michigan State University. Lansing. MI.

10/9/86

Primary Author(s)	Target Group	Objectives	Major Intervention Methodologies	Outcomes
Robert Felner University of Illinois	Young, low income adolescents entering high school	Reducing predictable negative effects of the crisis of transition to high school	Increasing peer and teacher support, minimizing environmental flux and complexity	After one year the experimental group had higher grades and better school attendance. Experimental group has less negative self-concepts and perceptions of school environment than controls. At four year follow-up, experimental group has better grades, fewer absences and lower dropout rates.

Reference: Felner, R.D.; Ginter, M. & Primavera. (1982). Primary prevention during school transitions: Social support and environmental structure. American Journal of Community Psychology, 10, 277-290.

10/9/86

Primary Author(s)	Target Group	Objectives	Major Intervention Methodologies	Outcomes
Dale L. Johnson Dept. of Psychology University of Houston. TX	Low income Mexican-American families with a one year old child.	To enhance school performance and to reduce the incidence of behavior problems in school age children.	Mothers are visited 25 times/year by paraprofessionals in year 1 and given information on baby care, creating a stimulating home environment, emotional development and coping with stress. Families attend many weekend sessions and mothers participate in English classes. In year 2, children participate in nursery school while mothers participate in child management classes at Center.	At five to eight years post program, control group children show more agressive, acting-out behaviors and are more hostile and less considerate than program children.

Reference: Johnson, D.L., & Walker, T. (In press). The primary prevention of behavior problems in Mexican-American children. American Journal of Community Psychology. (Houston Parent-Child Development Center)

Primary Author(s)	Target Group	Objectives	Major Intervention Methodologies	Outcomes
Nathan Maccoby Dept. of Communication, Stanford University, Stanford Heart Disease Prevention Program	Entire communities and, in particular, residents who are overweight, smoke, practice poor nutrition, and do not exercise.	To stimulate and maintain changes in life style that will result in a community wide reduction in risk of cardiovascular diseases.	A community education program aimed at smoking, nutrition, exercise, hypertension and obesity. Mass media, community organization and social marketing of health promotion programs.	Increase in knowledge and modification of behavioral and physiological indicators of risk, particularly when mass media campaigns were supplemented with face to face instruction.

Reference: Meyer, A.J., Nash, J.D., McAlister, A.L., Maccoby, N. & Farquhar, J. (1980). Skills training in a cardiovascular health education campaign. Journal of Consulting and Clinical Psychology, 48, 129-142.

Primary Author(s)	Target Group	Objectives	Major Intervention Methodologies	Outcomes
David Olds University of Rochester Medical School, Rochester, NY	Socially disadvantaged primaparas and their children (women who are either teenagers, unmarried, or poor bearing their first child).	Improve prenatal health habits and behaviors, informal social support, use of community services, reduce low birthweight, improve infant health and development, improve maternal school and occupational achievement, reduce repeat pregnancy and reduce welfare dependence, reduce child abuse and neglect.	Pre- and post-natal nurse home visitation, transportation for health care, sensory and developmental screening.	Nurse visited women during pregnancy made better use of community services, experienced greater social support, improved their diets, and reduced the number of cigarettes smoked; improovements in birthweight and length of gestation were present for young adolescents and smokers. After delivery, nurse-visited mothers at highest social risk (the poor, unmarried teenagers) had fewer verified cases of abuse and neglect during first 2 years postpartum, restricted and punished children less, provided more appropriate play materials, were seen in emergency room fewer times, had fewer subsequent pregnancies. Older poor unmarried women had fewer subsequent pregnancies and were employed more months than older poor, unmarried women assigned to the control group.

References: Olds, D.L., Henderson, C.R., Tatelbaum, R., & Chamberlin, R. (1986). Improving the delivery of prenatal care and outcomes of pregnancy: A randomized trial of nurse home visitation. Pediatrics, 77, 16-28.

Olds, D.L., Henderson, C.R., & Tatelbaum, R. (1986). Preventing child abuse and neglect: A randomized trial of nurse home visitation. Pediatrics, 78, 65-78.

Olds, D.L., Lombardi, J.L., & Birmingham, M.T. (1986, August). Final report: Prenatal/early infancy project: A follow-up evaluation at the fourth year of life. Final report to the Ford Foundation (Grant No. 840-0545).

10/9/86

Primary Author(s)	Target Group	Objectives	Major Intervention Methodologies	Outcomes
Donald E. Pierson Deborah K. Walker Terrence Tivran Brookline Early Education Project	Families of preschool children	To reduce learning difficulties in preschool children and to develop effective parent-school communication links	Parent education and support, diagnostic monitoring, periodic health and developmental exams for children from 6 months and, beginning at age 2 years, weekly playgroups followed at 3 and 4 by a daily morning pre-kindergarten program.	Structured observation of classroom behaviors showed program children to have less learning difficulty and fewer reading problems in second grade than comparison children. Parents of program children had more relevant interests with their child's second grade teacher as well. Cost effectiveness analyses showed that more intensive versions of the program are more effective for children whose parents are not highly educated.

Reference. Pierson, D.E., Bronson, M.B., Dromey, E., Swartz, J.P. Tivnan, T., & Walker, D.K. (1983). The impact off early education: Measured by classroom observations and teacher ratings of children in kindergarten. Evaluation Review, 7, 191-216.

Pierson, D.E., Tivran, T., & Walker, D.K. (1984). A school-based program from infancy to kindergarten for children and their parents. Personnel and Guidance Journal, 62(8), 448-455.

Primary Author(s)	Target Group	Objectives	Major Intervention Methodologies	Outcomes
Craig T. Ramey Frank Porter Graham Child Development Center, University of North Carolina	Disadvantaged rural black preschool children at risk for mild mental retardation	To provide a learning environment to develop children's communication, language, motor, and social skills.	Child centered prevention program delivered in a daycare setting from infancy to age 5, emphasizes language, cognitive perceptual motor and social development.	Beginning at age 18 mos. and intervals thereafter to 54 months, program children scored significantly higher than controls on a range of mental ability tests, with experimentals exceeding national averages while controls declined.

Reference: Ramey, C.T., & Campbell, F.A. (1984). Preventive education for high risk children: Cognitive consequences of the Carolina Abecedarian Project. _American Journal of Mental Deficiency_, _88_, 515-523.

10/9/86

Primary Author(s)	Target Group	Objectives	Major Intervention Methodologies	Outcomes
Mary Jane Rotheram Columbia University	Fourth and fifth grade children	To improve social skills assertiveness and interpersonal competence in 4th and 5th grade children.	Group based social skills and assertiveness training 2 hours per week for 12 weeks focused on training nonverbal behavioral skills, interpersonal problem solving and emotional self control in role play context.	Teacher rated conduct, higher achievement and higher popularity observed in assertiveness/skills group. Grade point averages were higher for experimental group 1 year past intervention.

Reference: Rotheram, M.J., Armstrong, M., & Boorsem, C. (1982). Assertiveness training in fourth and fifth grade children. *American Journal of Psychology*, 10, 567-582.

10/9/86

- 119 -

Primary Author(s)	Target Group	Objectives	Major Intervention Methodologies	Outcomes
Phyllis Silverman Institute of Health Professions, Massachusetts General Hospital, Boston	Recently widowed persons	To provide social support, mutual help to newly widowed women to reduce psychological distress	Program - widows contacted newly bereaved women, provided one-to-one support, located community resources, made supportive telephone calls, and led small group meetings.	Experimental group members have improved mood, lower anxiety, made more friends, and began more activities. Overall experimental group women progress more rapidly in the course of adaptation from reduction of internal distress to resocialization.

Reference: Silverman, P. (1986). Widow to widow. NY: Springer Publications.

Silverman, P. (1980). Mutual help groups: Organization and development. Beverly Hills, CA: Sage Publications.

Vachon, M.L.S., Lyall, W.A.L., Rogers, R.N., Freedman-Letofsky, K., & Freeman, S.J.J. (1980). A controlled study of self help intervention for widows. American Journal of Psychiatry, 137, 1380-1384.

Primary Author(s)	Target Group	Objectives	Major Intervention Methodologies	Outcomes
George Spivack and Myrna Shure	4-6 year old urban pre-school and kindergarten/first grade children	To teach children interpersonal problem solving skills in order to promote positive social behaviors and decrease/prevent high risk negative behaviors.	Formal 12 week training programs and associate procedures for use throughout the day - one is for preschool and other kindergarten/first grade - both enhance ability of each child to generate alternative solutions to peer and adult problems and anticipate potential consequences of interpersonal acts	Experimentals acquired higher levels of problem solving skills than controls, enhanced positive social behavior, and decreased impulsive and inhibited behaviors - effects endured over time - the incidence of new high risk cases was diminished - linkage between cognitive and adjustive gains was shown.

Reference: Shure, M.B., & Spivack, G. (1982). Interpersonal problem-solving in young children: A cognitive approach to
prevention. _American Journal of Community Psychology_, _10_, 341-356.

Primary Author(s)	Target Group[*]	Objectives	Major Intervention Methodologies	Outcomes
Ciporah S. Tadmor Rambam Medical Center and the Neaman Institute for Advanced Studies in Science and Technology, Technion, Haifa, Israel	Pregnant women undergoing Caesarean birth	Mobilize natural and organized supports, provide information and sharing the decision making process, as well as, develop task oriented activity to enhance emotional cognitive and behavioral control and prevent emotional dysfunction	Anticipatory guidance session familiarizes couple with medical setting and personnel. Provide detailed information on birth process, anesthesia, anticipated reactions, pain, duration, Caesarian birth support group provides support, guidance and help during hospital stay. Discharge planning occurs before release.	Experimental mothers released from hospital sooner than controls. Initiate independent care of the baby sooner, continue nursing longer. After day 1, experimental mothers request less medication than controls and experimental fathers show closer attachment to babies than control fathers. Experimental mothers' psychological recovery is more rapid.

Reference   Tadmor, C.S., & Brandes, J.M. (1984) The perceived personal control crisis intervention model in the prevention of emotional dysfunction for a high risk population of Caesarian birth. Journal of Primary Prevention. 4, 240-251.

Tadmor, C.S., Brandes, J.M., & Hofman, J.E. (1985) Preventive intervention for a Caesarean birth population. Journal of Preventive Psychiatry. 3(3).

[*]The preventive model has been also implemented to elective pediatric surgery patients and their parents.

10/9/86

Primary Author(s)	Target Group	Objectives	Major Intervention Methodologies	Outcomes
David Weikart Lawrence Schweinhart High Scope Educational Research Foundation Ypsilanti, MI	Black children ages 3 - 4 from families of low socioeconomic status who were at risk of failing in school	To implement a high quality preschool curriculum, involve parents, with coordinated staff, administration, and parent involvement for preschool children.	High quality, early childhood education for two years, 2-1/2 hours per school day for 7-1/2 months per year. Children participated in cognitively oriented curriculum. Weekly home visits were conducted.	Significant cognitive gains, improved scholastic placement and achievement during school years for experimentals, and, decreases in crime and delinquency, use of welfare assistance. Experimentals also have better high school graduation rates, and rates and more frequent post-secondary enrollments, and higher employment rates than controls. Benefit-cost analyses show benefits to exceed costs seven fold. Findings persist through age 19.

Reference: Berrueta-Clement, J.R., Schweinhart, L.J., Barnett, W.S., Epstein, A.S., & Weikart, D.P. (1984). Changed lives: The effects of the Perry Preschool Program on youths through age 19. Monograph on the High Scope Educational Research Foundation, No. 8.

10/9/86

- 123 -

Group 1

I.   Trends to 2000

    1. Short term projects
    2. Drastic increase in AIDS
    3. All home videos
    4. More dual wage erners - increased latchkey facilities
    5. Increase in "Kids in Poverty"
    6. Less time for people to attend educational functions
    7. Substantial number of functionally illiterate
    8. Less volunteers - less time
    9. Increased volunteers
    10. Older volunteers
    11. Young people will control more money
    12. Continued problems with substance abuse, teens, etc.
    13. Total University outreach program for youth dev.
    14. Greater interagency cooperation
    15. Change in Ext. staffing patterns
    16. Advancing technology will change lifestyles
    17. Improved understanding of computer brain
    18. New teaching techniques
    19. Decreasing quality of environment
    20. Trash disposal (Ash disposal)
    21. Instant information retrieval by public
    22. Less political corruption
    23. Less trust by public of political figures
    24. Sexual conservatism
    25. Political conservatism
    26. New age thinking
    27. Increase in Alienation in society
    28. Increase in poverty level
    29. Demise of middle class
    30. Bilingual education increase
    31. Insufficient housing
    32. More asphalt - less grass
    33. More contracting for services in educational institutions
    34. Become a disposal society

Top Four Trends

1. Increase kids in poverty
2. Advances in technology will change lifestyles
3. Continued problems with substance abuse items, etc.
4. Less time for people to attend educational functions.

Top Trends and Implications

I.   Increased kids in poverty

    1. Greater symptoms of societial problems - substance abuse, early
        pregancny, etc.
    2. Need for different staffing structures
    3. Different teaching methods and materials
    4. More private resources will be needed
    5. More illiterate youth
    6. Reduced level of educational attainment

7. Learn to deal with alientated clientele
8. Increase paraprofessional staff use
9. New and different incentive and award system for youth and volunteers
10. Volunteer training system will need to be strengthened
11. Need for "creative" programming
12. Broader resources base will be needed
13. Increased public funds
14. Change our perimeters for success
15. Working with different family structure - single, parent, teen parent, etc.
16. Reduced educational level for next decade

Policy Recommendations

Funding for total youth development programs looking to the future.

- Intergovernmental cooperation
- * 5 year war for development of youth
This may require the establishment of coordinating unit.

Group 2

Implications of Trend

Trend: Single Parent Families Changing

1. More latchkey programs - different shifts of working parents
2. Lack of parent involvement
3. Poverty influence
4. Limited guidance and direction of kids
5. Greater free time for younger youth
6. New roles for extended families
7. Less time for volunteers
8. Increased need for mentors for youth
9. Quality day care needs
10. Quality experiences for kids needed in local communities
11. Increase recognition of youth for self-esteem building
12. Lack of role models of the opposite sex
13. Little time or money to do family activities.

Policy Recommendations
Travel - Single Parent Family

1. Increase funding for youth serving agencies
2. Federal government to provide enabling legislation and matching money to
    encourage government units, business and industry to provide quality
    care and education for youth in changing family structures.

Group 3

<u>Trends</u>

1. Social - In the South the majority of youth will be racial ethnic
    minorities

2. Political - South Dakota - increased legislative involvement and
    government in all areas - including education. Not only shift from fed
    to state - but more activism.

3. Social - more/low income population, including children/youth.

4. quality of educational system being questioned.

5. changing families - more single parents.

6. "giving" patterns changing - financial gifts - lower income person
    giving more proportionally.

7. rural America - low number of jobs for teens; more older Americans
    getting service jobs... but concern for no benefits when working at
    "fast food" type business.

8. trends in volunteerism - younger population volunteering now; older
    persons are volunteering more.

9. shifting population to control areas and south; fewer jobs are being
    developed in heart land.

10. lack of quality work force due to youth not preparing.

11. fewer persons available for military.

12. changing types of jobs.

13. increased medical costs especially for aging and special events such as
    AIDS plus costs associated with alcohol and drugs.

14. increase in white collar crime.

15. Increased illiterary.

16. rapidity of change influencning educational content.

17. feeling impact of global situation locally.

18. population trends (here and in developing countries) move racial ethnic
    minorities into the majority by 21st century.

19. alienation will be more prevelant and fewer values will be taught due to
    changing structure of family.

20. increasing levels of high school droupouts.

21. increase in latchkey children.

Most important trends in group

1st - Increased number of low income children
2nd - Changing families
3rd - Less values orientation for youth
4th - volunterism on decline
5th - changing population by race; whites in minority by 21st Century
6th - youth feeling greater alientation.

Implications for youth development education

Trend:*Increasing number of low income children and youth (more single
parents, minorities).

1. less education in home will require more public resources for use in
   schools and community.

2. less time of families for volunteer contributions.

3. Cost for education per pupil will be high or families cannot give as
   much as higher income families.

4. different staff recruitment and training - less dominance by "whites".

5. delivery and content of program wll need to change..metamorphasis of
   Extension!.

6. more collaboration with other agencies/organizations...health and human
   resources, judical system, other educational organizations, service
   sectors, business.

7, must learn to deal with feelings of "helplessness:, alientation.

8. curriculum would also have to reflect such subjects as health,
   nutrition, physical well-being.

Implications for policy -

What policy should we recommend to the President re: youth development education?

*Greater reallocation and new resources for youth development education.

*We recommend that a cabinet position responsible for facilitating a coalition
of government and non-government agencies to focus on youth societal issues.

*We recommend a similar structure at the state level and possibly at the
county level.

Group 4

Brainstorming Serssion (2 reads)
1. Teacher Shortage
2. 2 paycheck families
3. More single parent families
4. Children home alone
5. Younger children home alone
6. Questioning Public Education
7. Fewer children
8. Higher incidence of AIDS
9 Shrinking middle class
10. Squeeze on tax dollar
11. Animosity between generations
12. Intercultural marriages
13. Bilingual education
14. More children in poverty
15. Older population
16. People working longer
17. More conservative politically
18. Global interdependence
19. More protectionism (debtor nation)
20. Lack of resources force international cooperation
21. AIDS world wide issue
22. High touch in high tech world
23. Keeping good employees (recognition) and return the pride in production
24. Legislation on imports
25. Humanizing the work environment
26. Isolationists in the world of trade
27. Increase in technology
28. Need for recreation
29. Work week will decrease
30. More people in "Sandwich generation"
31. Increased privitization of education
32. Intercity problems between "haves and havenots"

Most Important Trends (Group Votes

Votes Rec
3   7 Fewer Children
3   15 Older Population
2   10 Greater Squeeze of Tax $
3   14 More children in poverty
2   28 Increase in Tech

Topic:

More children in Poverty

   Program change a must
       *Raise human aspirations
       *Economical as possible
       *Learn how to work with low income group

*Flexibility in programs to permit dealing with client's immediate need
first (establishing credibility with clients)
*Extension program done in partnership with business and industry
*Development of delivery systems for programs that reach the client
group where they are
*Greater integration of <u>all</u> the University's resources to address the
issue
*Programs to develop entrepreneurial skills

Policy Recommendation(s)

*Recognize youth with as a national treasure and empower the Land Grant System
to work cooperatively and collegially with business and industry to enable
American youth to develop to their fullest potential.

Group 5

Youth Trends and Environmental Scanning

<u>Trends</u>

The shift of age to older age group "Graying of American".

The influence of the media in decision making.

The increase of immigration and regionalization or needs for the audiences - bilingual/speaking.

Larger Farms, small business - growth of service industry.

The teacher shortage.

The amount of funds available for leisure activities in lower income group.

Computer dependency - Impact on privacy of individuals
                     - Computerized shipping/marketing

The make up of the family - increased marriages, numbers or people of divorced families and single parents.

Available time for leisure activities.

Modifications of conservative and Liberal Positions to more moderate position.

Industrial development being shifted to developing countries.

Change in educational institution - down sizing to undergraduate curriculum - shift in emphasis - focus on literacy problem increase in expected competency of students.

Regional influence of minorities.

Decline in home ownership - shift to apartments (cause of affordable housing)

Shift in travel modes with grater reliance on air.

Fewer children.

Cheaper labor - part time elderly.

Environmental maintenance will be major focus of resource and issues.

Increased focus on Health Issues, including AIDS.

Increased focus on ethics in political and public people.

Increased women will be in the work force.

Five Issues

Change in the Educational Institution.

Influence of the media.

Regional Influence of minorities

*Health Issues for youth - more information on audience
                          - need for networking w/other agencies

Women in Work Force

Trend - Implication

1.   Better Research & Knowledge Base be established.
2.   Need to network youth and health, educational related agencies.
3.   Need to develop programming directed at the issue.
4.   Sex education no longer resisted by majority
5.   Nutrition education is becoming increasing important is directed toward
      the health issues.
6.   Increase focus on ethics, values and moral responsibility.
7.   Increased resources will be allocated from private and public sector to
      address the research and educational transition of knowledge to youth,
      families and community.
8.   Establishment of pulic policy.
9.   Increased focus on essential staffing.

Policy

   -   Establish a permanent commission on youth development education with
       cabinet status.

   -   All Federal funding directed toward youth development education will be
       being on demonstrative research and knowledge base.

   -   Ask Governor and President of Land Grant University to appoint a multi
       agency, educational committee to address youth development education
       with focus on health and social related issues and recommend appropriate
       legislative action.

       Extension Advisory Groups be impowered to develop plan of action for
       education programming on the Health Issues.

   -   Establish a national volunteer system to address those issues.

Group 6

Trends Critical to Youth Development

- Greater influence of aging population and how they value education.
- Language problems created by increased immigration.
- Smaller family size; fewer growth.
- Decreasing influence of the demoncratic society in world affairs.
- Increasing influence of urban environment.
- Decreasing influence of religion.
- Increase in polarization between high-tech and traditional; industries
- Changing family structures.
- Decrease of middle class.
- Increased competition for funds.
- Shift to a "lean & fast" society.
- Impact of service industries on education.
- Decrease in number of people interested in becoming teacher or youth development professional.
- More contractural arrangements for programming services.
- Less interest in public policy affecting youth.
- Different youth problems in different parts of country due somewhat to immigration.
- More local control and support due to dimished federal programming.
- Decreased professional serves with an increase in paraprofessionals.
- Greater need for pre-school and after-school care.
- Greater influence of a high tech industry base.
- Decline in confidence of public education.
- Increased influence of a world community and need to understand this development.
- Increased concern over environment and its relationship to health.

5 Most Critical Concerns as they Relate to Youth Development

1.   Fewer Youth
2.   Increased influence of urban society
3.   Changing Family Structure
4.   Declining confidence in public education

Selection of One Trend and Project Implications of that trend on youth development if the trend materizer.

Selected Trend:

Changing Family Structure

1.   Fewer Youth
2.   Delivery modes
3.   Less time as a family group
4.   Less parental influence; greater need for mentoring
5.   More support for latch-key programs
6.   Greater need for and use of paraprofessionls
7.   Programming for a younger age group
8.   More involvement of senior citizens as volunteers
9.   Volunteer roles will change
10. Impact on public policy

11. More emphasis on living skills
12. Educational resource will shift to the older population
13. Increased emphasis on parent-child relations

Review implication of Trends and recommend policy given this aspect of youth development education.

Policy Recommendation:

1. Leadership and advocacy for youth experiental eduction (w/particular emphasis on educating older citizens of this need).

2. Establish a reward system for parent(s) who participate in parenting/youth development education.

3. Tax advantages for employers who offer parent/family benefits including child care at the workplace.

4. More funding for informal youth education to provide paraprofessionals, resources, etc.

Group 7

1. Increased poverty
2. Competition between the $ for health and education will decrease the
    dollars for 4-H
3. Change in workforce: more small businesses: more women in jobs/business
4. Increase in older population less youth/young people in population
5. Increased help for Latch key children
6. More power to state Legislation - and in South
7. Increased need for technological training and competenties
8. High percentage of new jobs in services less support for traditional
    education
9. Need for bilingual education
10. Increasing population in developing countries
11. Increased interdependence among nations
12. Changing family patterns
13. Communism spreading more rapidly than democracy (also other forms of
    government)
14. Perception that the strength of American is changing - military,
    economics
15. Influence of USA in world market increasing
16. Middle class decreasing
19. Poverty increasing
20. Increasing volunteer use - Para Professionals
25. Increasing teen pregancy - Drug and Substance abuse; stress depression
    and suicide health problems; AIDS
26. Trends in AIDS may have positive effect on teen pregancny.
27. Increased technology makes adequate educational preparation more
    important
28. Illiteracy increasing
29. Retraining (life long learning will increase)
30. New models of education will be required
21. Increase in crime among illiterate or less productive people
32. Drop out rate increasing among students in middle school and early
    adolescent youth

        5 top trends

#8. Increase need for tech training and competence
#11. Need for bilingual education
#14. Changing family patterns
#28. Illiteracy increasing increases dropout
#30. New models of education will be required

Implications of trend for youth development education

#14. Changing Family Patterns

    -   less opportunities for socilization
    -   more services outside home required
    -   more after school education needed
    -   more family life education needed

- need to work on personality, growth development earlier
- educational preparation for girls-career
- more ed in home through technology
- fewer volunteers available - less external time for volunteering
- need for value, clarification training
- match the service and retraining with extended family needs (grandparents)
- strengthen social institutions that relate to families, i.e. support - systems - relative ed networking betwen groups
- more educational preparation for new and changing ideas
- new increased focus on self esteem
- help to blended and single families

Policies Recommended to the President

1. cabinet position on the family
2. congressional community on the family
3. strategic plan on family life and education including state, college, univesities - other designated agencies - responsibilities specific funding to states specifically for the family needs.
4. increased research $ for family life education.
5. increase incentive to business and private sector to support the family such as on-site day care and maternity leave policy.
6. increase incentives to family and youth organizations to strengthen families
7. need asst. Director for Extension focus on the family.

Group 8

Reminder notes

- Increasing non-English speaking population

- Poverty increasing - which means schools will have to become more active in audience outreach for latchkey age . Also relates to both parents working. Issue is related to child care as well as education.

- Changing middle class - have traditionally been our support for our program.

- Partnership must form between agencies.

- "Technology will be the way people learn.

- Traditional structures (bldg as well an organization) need take more flexible to supply services as appropriate times - Adult at night.

- The aging population will take on a greater burden for goods and services.

- Older parents will impact upon schools.

- With fewer teachers, supply/demand will push teacher salaries up. Focus upon importance of education.

- Immigrants will place burden on existing educational structures for very basic curriculum especially English. Many communities are not ready for this influx.

- The incidence of teenage pregancy and the postponement of child bearing will lead toward a group of very young parents and very old. (i.e. 19 year old parents with school age, child vs 35 year old with school age child)

- The issue of education will become so critical that political and idealogical differences will lessen.

- Disagreement in implication of changes to volunteerism. Some see a shrinking base; others not sure. Agreement on a changing role for traditional volunteers.

- The span of control or influence for service will increase. Larger service areas for example.

- The burden on public funds (health) will increase because people live longer, teens are pregnant, unemployment will put more people on public payroll.

5 Most Critical Tasks

3 - Latch Key (Everybody agreed)
6 - Use of Technology (all but one agreed)
12 - Education of youth forum (1/2 agreed)

Several got 2 votes

*Increase in non-English speaking people

*Increase in school/business partnership

*Use of technology in learning

2 distinct age group as 1st time parents

2 class society

Volunteer roles will change

Trend selected

Parent working/unsupervised child at home--"working parents"

More day care facilities will be needed and business/industry will move to provide this service of employees.

Schools will extend there hours of operation--expanding their role as well. Businesses will offer child care as a worker benefit. Schools/other will add transportation as a benefit or service.

Insurance and liability costs will be very high.

Day care will be a major employer.

- The growing dependence upon outside child care (from family) reflects a
  major shift in traditional values. Similarily, school may operate
  throughout the year particularly where young children are concerned. Costs
  would escalate.

- Flex time in jobs, greater freedom to select work place - computer at home.

- A mixing of male and female traditional roles will occur or continue to
  occur suggesting a continuation of trends already apparent.

Implication is that both parents will have responsibility for child care - Implication - child will of necessity need to become more self reliant.

An increase and/or certainly a change in program possibilities will happen particularly at centers away from home.

What policy should we recommend to the president?

Tax dollars be utilized to extend the school day of the school year.

- 139 -

Several got 2 votes

*Increase in non-English speaking people

*Increase in school/business partnership

*Use of technology in learning

2 distinct age group as 1st time parents

2 class society

Volunteer roles will change

_____

Trend selected

Parent working/unsupervised child at home--"working parents"

More day care facilities will be needed and business/industry will move to
provide this service of employees.

Schools will extend there hours of operation--expanding their role as well.
Businesses will offer child care as a worker benefit. Schools/other will add
transportation as a benefit or service.

Insurance and liability costs will be very high.

Day care will be a major employer.

- The growing dependence upon outside child care (from family) reflects a
  major shift in traditional values. Similarily, school may operate
  throughout the year particularly where young children are concerned. Costs
  would escalate.

- Flex time in jobs, greater freedom to select work place - computer at home.

- A mixing of male and female traditional roles will occur or continue to
  occur suggesting a continuation of trends already apparent.

Implication is that both parents will have responsibility for child care -
Implication - child will of necessity need to become more self reliant.

An increase and/or certainly a change in program possibilities will happen
particularly at centers away from home.

What policy should we recommend to the president?

Tax dollars be utilized to extend the school day of the school year.

Propose incentive to business and industry to assist with child care.

Government to initiate limitations on liability of providers.

- Government initiate standards and provide training for child care providers (certification)

- Government provide financial aid for training of child care providers.

Group 9

Trends Impacting Youth -

*1.   All adults employed
*2.   Single parent families, Male head of household/female head of household
3.   Blended families
*4.   Technical changes eliminating jobs
5.   International labor market providing cheaper labor
6.   Increasing dicotomy of literate vs not literate
7.   Increasing dictionary of haves vs have nots
7a.   Increase in ratio of older to younger
8.   Increasing % of hispanics, especially in southwest
9.   Increasing tech. expectations of the labor market.
10.   Increase in low skill job availability
*11.   More children raised by other than parents
12.   Economic impact of welfare costs generate legislation for training
       welfare recipients
13.   Need for retraining of professionals for new careers
14.   Multiple career changes for many
15.   Increasingly mobile familes, no roots.
16.   Shrinking world - Greater international impact.
17.   Upward movement of retirement age.
18.   Longer life span.
19.   Youth will learn more from hi-tech communications/media.
20.   More youth/senior partnering.
21.   Shift toward conservatism.
22.   Increasing legal complexity to life.
23.   Increasing awareness of physical, sexual, child and spouse abuse.
24.   4-H will become "current".
25.   Continued abuse of substances.
26.   Changes in education.
  more industry involvement
  more adults as learners
  more technical schools
27.   Improved lifestyles - health, fitness.
28.   Focus on single issues.
* Selected as critcial issues by group

Implications for Trend #2 -

1.   Less time for parents to support their children in activities.
2.   Volunteer leadership negatively impacted.
3.   Increase in latch key children.
4.   Need for education/care before and after school.
5.   Kids can't get to programs - no transportation.
6.   Need for opposite sex - role models.
7.   Need for innovative programs.
8.   Poor may not have vcr's.
9.   Need for parenting skills by both male and female parents.
10.   Less family economic resources.
11.   Cooperative opportunities for parents to get involved.

12. Competition by organizations for some clientele.
13. Lack of opportunities for some clientele.
14. Competition for scarce program resources.
15. Need for quality day care providers.
16. More intergenerational/cross cultural programs.
17. New breed of volunteer support.

Policies

Provide a uniform (maximum level of excellence) child care program so that the provision of services are not dependent upon the economic capacity of the family. (Sliding scale, based on ability to pass).

Find a program where opportunities for intergenerational and cross-cultural exchanges could expect positive influence. It will enhance a mutual sense of awareness.

Group 10

Trends that form the context in which youth development education will occur
between now and year 2000.

Workforce will cause increased demand for childcare.

*6. Increased Hispanic population immigration and birthrate.

Increased Native American population.

Increased need for multiple language capabilities: travel and service
industry; increase Hispanic pupulation, etc.

High poverty rate of youth, especially among minorities.

#4. Decreasing % of youth.

Trend in elementary and secondary education has been since WW II to prepare
for College... will be trading toward service jobs. Problem solving/learning
has to learn will become essential as people change jobs 4-5 times in a
lifetime.

*5 7. Major increase in population of unemployables... functionally eliterates.

  9. More use of voucher education for secondary and post secondary, schools.

Political decisions influenced most by urban and older pupulation. Home
visits by extension professionals no-longer.

High tech communications will revamp how Extension/4-H professionals do their
work.

#6. 12 Short-term commitments; paid job, volunteering, personal/marriage,
hobbies, organization must be current and attractive to keep their people, and
quick and effective in orientation/training to make their people productive.

14. Extension clientele become incrasingly rare.

#5. Nuclear families (traditional becomes most threatened minority.

Top issue/trend: Increasing % unemployable in the population coming out of
our education systems.

Implications: Calls for intervention by Youth Development to break cycle of
illiteracy/poverty.

Need for literacy programs in 4-H

Emphasize vocationally related skills, mentoring by adult role models,
peer/adult role modeling, career study; selection, game plan of means to
achieve technological literacy.

Intervention into this cycle is very expensive for youth development education. values, ethics, work ethic should be a part of the program.

Need: (call for entrepreneurship/learn to earn etc. in 4-H)

Families, not just kids must be the targeted population

Programs should be delivered through juvenile centers, detention faclities, etc.

Policies to deal with increasing number of unemployables

Challenge funding available to youth groups to address remedial issues, (eg Ed/rehab centers for illiterate -- staffed by kids)

Targeted populations of unemployables....search out the clients.

Fund vocational and alternative educ programs and systems.

Stress progress that impact jr. high school, and before (pre-school?) to develop attitudes, beliefs, motiviation, self-concept -- to set the scene for later development

Refocus land grant mission on needs of people --policy/efforts for the present and future needs/people (not a declining minority (2%) those few farmers who need our help)

YOUTH DEVELOPMENT EDUCATION: A SOCIETAL ISSUE

SEPTEMBER 27 - OCTOBER 1, 1987

NATIONAL 4-H CENTER

PLANNING COMMITTEE:

DR. JERRY PARSONS, CHAIR
DR. ANN JARRATT
DR. TOM RODGERS
DR. BETTY CRICKARD
DR. JOE KURTH
DR. FRED HARRISON
DR. DONALD STORMER, DEPUTY ADMINISTRATOR, ES-USDA 4-H
DR. JON E. IRBY, ES-USDA LIAISION
DR. WALDEMAR MOLINE, ECOP DIRECTOR ADVISOR
MR. RAY CRABBS, NATIONAL 4-H COUNCIL
MR. K. RUSSELL WEATHERS, NATIONAL 4-H COUNCIL

CONFERENCE OBJECTIVES

Overall Objective:

To help formulate and develop rationale for defining youth development education as a critical societal issue which the land-grant system including USDA should address.

Specific Objectives:

At the end of the workshop participants will:

1. know demographic data, characteristics and trends that affect youth in the world with special emphasis on this hemisphere;

2. better understand pyschological and sociological needs of youth and how they relate to the societal issues of youth;

3. know the common characteristics of successful prevention/intervention programs for youth;

4. know at least six successful youth programs that deal with societal issues of youth;

5. know about strategies for youth development education at the state, regional and national levels;

6. know how to develop, expand and apply the youth development education knowledge base at the land-grant universities for 4-H programming;

7. better understand how to utilize executive leadership concepts and practices to provide strong leadership for 4-H in the late 1980's and 90's;

8. leave the workshop feeling good about 4-H and their potential to make a difference in 4-H and the lives of young people.

CONFERENCE SCHEDULE

<u>SUNDAY, September 27</u>

10:00 - 2:00   Open Forum on future direction of National 4-H Council

What are the recommendations for improving the
role of Council in supporting programs?
What should be continued, added or dropped?

Presiding: Grant Shrum
President
National 4-H Council

Buffet Brunch provided by National 4-H Council

South Dining Room
Kellogg Hall

2:00 - 5:30   Regional Meetings

Oklahoma Room A: Northeast
Oklahoma Room B: Southern
Oklahoma Room C: North Central
Idaho Room: Western

3:00 - 5:30   Registration
J.C. Penny Hall Lobby

6:15   Dinner
Kellogg Hall

7:00   Welcoming Program

Presiding: Dr. Jerry Parsons
Planning Committee Chair

Conference Overview, Theme and Objectives

Keynote Address: University's Role in Youth Development
Education

Presenter: Dr. Ronald W. Roskens
President
University of Nebraska

Missouri Room

Social Hour: Opportunity to Get Acquainted
Wisconsin Room

MONDAY, September 28

7:30   Breakfast
                Kellogg Hall

8:30 - 10:00   Presiding: Dr. Joe Kurth
                            State 4-H Leader,
                            Univeristy of Idaho

                Youth Trends and Environmental Scanning

                Presentor: Dr. Jim Morrison
                            Professor of Education
                            University of North Carolina
                            Chapel Hill, North Carolina

                Missouri Room

10:00 - 10:30   BREAK

10:30 - 12:00   REGIONAL DISCUSSION GROUPS: Opportunity to shape a
                Situational Statement

                Discussion leaders:

                Oklahoma Room A: Northeast   - Betty Crickard
                Oklahoma Room B: Southern   - Tom Rodgers
                Oklahoma Room C: North Central - Jerry Parsons
                Idaho Room: Western   - Joe Kurth
                Illinois Room: National   - Jon Irby

1200   LUNCH
                Kellogg Hall

1:15 - 3:00   Presiding: Dr. Tom Rodgers
                            Assistant Director, 4-H and Youth
                            The University of Georgia

                PSYCHOLOGICAL/INDIVIDUAL NEEDS OF YOUTH
                and the relation to programs for societal
                issues. (Overview)

                Presenter: Dr. Joann Keith
                            Associate Professor, Family and Child Ecology
                            Michigan State University

                SELF ESTEEM AND YOUTH DEVELOPMENT

                Presenter: Dr. Ann Jarrett
                            4-H Youth Development Specialist
                            Mississippi State University

                Missouri Room

3:00 - 3:30   BREAK

3:30 - 5:00   Regional Discussion Groups

      1. What were the points made in the presentation? What are their connections to 4-H?

      2. What are the implications of this research for youth development in your state/our region?

      3. How does this research relate to the trends discussed this morning in terms of building a curriculum for youth development education?

5:30   Dinner
       Kellogg Hall

7:30 - 9:30   Presiding: Ms. Faye Singh
                  Program Leader, Youth & Manpower
                    Development, 1890 Programs
                  Fort ValleyState College
                  Ft. Valley, Georgia

    A. Briefing on the National Volunteer Study:

        Dr. Sara Steel
        Professor of Agriculture and
          Life Sciences
        University of Wisconsin
        (45 minutes)

(8:15)   B. Update of Current/Future Projects

       1. Taxonomy Projects:

         Dr. Charles Lifer
         Assistant Director 4-H
         Ohio State University
         (15 minutes)

(8:30)   2. Report on Executive Development Institute (EDI)

         Dr. Joel Soobitsky
         National Program Leader
         ES/4-H, USDA
         (15 minutes)

(8:45-9:30)   3. Announcements relating to 4-H ES-USDA

         Dr. Donald Stormer
         Deputy Administrator
         ES/4-H, USDA

    Missouri Room

TUESDAY, September 29 (cont'd)

1:15 - 2:00   Presiding: Dr. Jon E. Irby
                                 National Program Leader
                                 ES/4H, USDA

                     "What Do Successful Prevention and Intervention
                     Programs have in Common?

                     Presenter: Dr. Richard H. Price   *100*
                                 Director, Michigan Prevention Research
                                   Center and Professor of Psychology
                                 Institute for Social Research
                                 The University of Michigan

2:00 - 5:00   Program Fair--Programs that Work--Models

                     Series of 20 minute presentations with 20 minute
                     question period

2:00 - 2:45   PRIDE (National Parents' Resource Institute for
                     Drug Education, Inc.)

                     Dr. Thomas J. Gleaton
                     Executive Director

2:45 - 3:15   BREAK

3:15 - 4:00   TRY (Teens Reaching Youth)

                     Dr. Dalton Proctor,
                     Assistant Director Extension, 4-H
                     North Carolina State University

4:00 - 4:45   Networking Community Based Programs

                     Ms. Beryl Burt
                     Program Director 4-H
                     University of Arizona

                     Missouri Room

5:00   Dinner
                     Kellogg Hall

6:30   Board Busses

7:00   Busses depart for National Theater
                     "Sweet Charity"

7:30   Breakfast
                     Kellogg Hall

8:15 - 9:10   Presiding: Dr. Betty Crickard
                               Division Leader/4-H and Home Economics
                               West Virginia University

                     SOCIOLOGICAL/GROUP NEEDS OF YOUTH
                     and the relation to programs for societal issues.

                     Presenter: Dr. Tony Jurick
                               Professor of Human Development and
                               Family Studies
                               Kansas State University

9:10 - 10:05   PEER CLUSTERS: A Concept for Youth Development

                     Presenter: Dr. Randall Swain
                               Research Associate
                               Department of Psychology
                               Colorado State University

10:05 - 10:35   BREAK

10:35 - 11:30   MENTORING: A Concept for Youth Development

                     Presenters:

                       Dr. Dale Blyth
                       Assistant Professor Human Development and Family Studies
                       Cornell University

                           and

                       Dr. Kathy Voegtle
                       Project Coordinator, Activities and Mentor Project
                       Cornell University

11:30 - 12:00   Small Group discussions

                     Missouri Room

12:00   LUNCH
                     Kellogg Hall

8:15   Program Fair Continues

               Presiding: Dr. Donald Stormer
                           Deputy Administrator
                           ES/4-H, USDA

8:15 - 9:00   Smokeless Tobacco Program (West Virginia and California)

               Dr. Ruthellen Phillipps
               Extension 4-H/Youth Specialist
               West Virginia University

                           and

               Mr. Zeke Singleton
               Assistant Director, 4-H
               University of California

9:00 - 9:45   PACT (Parents and Adolescents Can Talk)

               Dr. Joye Kohl
               Montana State University

9:45 - 10:15   BREAK

10:15 - 11:00 New Programs Staff wish to "shout about"

11:00 - 12:00 Regional Group Discussion

               Questions:

                   1. Which of these program fair models are
                      particularly applicable to your state/region?

                   2. Could we cooperate with multi-state approaches
                      to address some of these societal issues?

                   3. What are some additional youth issues or
                      societal issues on which youth development
                      education should be focusing in our region?

               Missouri Room

12:00   LUNCH
               Kellogg Hall

1:15 - 5:00   Presiding: Dr. Ann Jarratt
                               4-H Youth Development Specialist
                               Mississippi State University

                   Developing Strategies for Youth Development Education

                       -Environmental Scanning
                       -Research Base
                       -Implications and Action Plans
                       -Recommendations for State and National Planning

                   This session, led by the planning committee will be
                   process driven to summarize key elements from the
                   workshop and develop the statement and strategies
                   for implementation.

                   Missouri Room

5:00   Social Hour
                   Kentucky Room

                   DINNER AND EVENING ON YOUR OWN

THURSDAY, October 1

7:30   Breakfast
                   Kellogg Hall

8:15   Presiding: Mr. K. Russell Weathers
                               Vice President, Program Services
                               National 4-H Council

                   STATE AND REGIONAL ACTION PLANNING

8:15 - 9:15   State: next steps-what, how, when, where and who

9:15 - 10:15   Regional: describe state plans and explore
                   opportunities for multi-state planning and
                   implementation

10:15 - 10:45   **BREAK**

10:45 - 12:00   Regional reports to the total group

                   Missouri Room

12:00   LUNCH
                   Kellogg Hall

1:00 - 2:45	Presiding:	Dr. Jerry Parsons Assistant Director, 4-H Iowa State University

EXECUTIVE LEADERSHIP IN YOUTH DEVELOPMENT EDUCATION

Presenters:	Dr. Donald L. Stormer Deputy Administrator ES/4-H, USDA
	Dr. William Caldwell Assistant Director, 4-H University of Nebraska
	Dr. Anne H. Rideout Associate Director Cooperative Extension Service University of Connecticut
	Dr. Richard Grubb Senior Vice President for Administration The Pennsylvania State University
	Mr. Grant A. Shrum President National 4-H Council

3:15 - 3:30	BREAK
	Interim Wrap-up and Evaluation
	-Notes for Reception
5:00	Busses Depart for Rayburn Building, Gold Room
6:00 -8:00	Reception and Informal Exchange of Ideas Relating to Youth Issues
	Presiding: Dr. Donald Stormer
8:00	Buses Depart for National 4-H Center
	(Please turn in your notes from the reception interviews)
	CONCLUSION OF PROGRAM